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The Social Climate Of The American Roman Catholic High School Seminary With Special Reference To The Generation Of Group Value Orientations

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THE SOCIAL CLIMATE OF THE AMERICAN ROMAN CATHOLIC
HIGH SCHOOL SEMINARY WITH SPECIAL REFERENCE TO
THE GENERATION OF GROUP VALUE ORIENTATIONS

A Dissertation
Presented to
the Faculty of the School of Education
The University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Martin W. Davis

June, 1972

THE SOCIAL CLIMATE OF THE AMERICAN ROMAN CATHOLIC HIGH SCHOOL SEMINARY
WITH SPECIAL REFERENCE TO THE GENERATION OF GROUP VALUE ORIENTATIONS

Abstract of Dissertation

The Problem of this study was the investigation of how involvement in and commitment to a peer group will influence measurably the behavior and value orientation of adolescents within school social climates.

The Research Methodology: First, three geographically separated schools were selected that were similar in facilities, enrollments, curricula, faculty-student proportions, and co-curricular and extra-curricular programs. Second, an Attitude Questionnaire was administered to the total enrollments (N= 287), indicating socio-economic profiles, school climates, and traditional/emergent value scales. Third, by means of a sociogram the existence and degree of peer group association patterns were determined.

Analysis of the data was done by the null hypothesis, using the analysis of variants as the test of significance. In Part III of the Attitude Questionnaire the statistical tool was refined by the use of Bartlett's Test to manifest existence of a peer group homogeneity, the F Test to indicate if otherwise separate peer groups could be joined as a single population, and the t test to show significant agreement or lack of it between particular groups, e.g., freshmen with seniors.

The Findings may be summarized as follows: The subjects in all three schools are drawn from significantly similar socio-economic backgrounds, the lower middle class. The subjects in the isolation of the seminaries do not perceive the social climates of these institutions as being contrary to adolescent expectations. They all consider themselves as independent agents within the social interaction of their schools. Yet, the typical subject identifies with his academic division (freshmen, sophomores, juniors, seniors) as his peer group. Peer group membership is related to physiological maturation. Moreover, in none of the schools were there dominant cliques or more than a few isolates.

In resolution of the problem the data indicated a direct significant relationship between peer group involvement and value orientation within a school social climate.

At each maturation level there was manifested an increasing preference for social and/or unstructured activity over individual and/or structured activity. Perceived non-ideal aspects of each school's climate were significantly shared by each peer group, but judged by each on the basis of local particular circumstances.

Value orientations, however, manifested the pressure of adolescent sub-culture norms. They were progressively more influential each year the subjects remained in the schools. The freshmen formed a single population in their adherence to traditional values. Using them as a baseline there is a persistent, though by no means even, development toward the emergent value orientation expressed by the senior peer groups. Though the sophomores exhibited it to a greater degree than the juniors, both groups indicated in their at times erratic response patterns the problems of accommodating traditional values to judging new social experiences. Since the senior peer groups from all the schools formed a statistically significant population, it was concluded that they acted as referent models.

Orientation toward two values remained constant among all peer groups in all the schools. It was acceptance of individualism and rejection of conformity.

The overall conclusion is the more a school social climate encourages peer group interaction, the greater will be the shift away from traditional values toward emergent values. Possibly further research could show if this reflects a major shift in the parent culture.

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CHAPTER 1

INTRODUCTION

Though their modes of expression may differ, education theorists have been quite consistent in describing education as essentially an acculturative process.¹ Since a culture in its simplest terms is goal-patterned behavior shared by a given society, education, according to Lee, in its simplest terms is the structured assimilation by the individual of his society's goals,² or as Rousseau put it, "Plants are fashioned by cultivation, man by education."³ The objectives of education, then, as Métraux observes, and their forms notwithstanding, are the articulation of a society's ideals.⁴ This identification led Dewey

¹ cf. John S. Brubacher, A History of the Problems of Education (New York: McGraw-Hill Book Co., Inc., 1947), pp. 147 ff. Editors of various anthologies devoted to framing philosophies of education, perspectives of education, problems of education, etc., quite consistently introduce specific areas only after treating the broad area of the relation of education to man in society. cf. John S. Brubacher, ed., Eclectic Philosophy of Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1951), pp. 1-101., W. Warren Kallenbach, Harold M. Hodges, eds., Education and Society (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), pp. 1-197., Blaine E. Mercer and Edwin R. Carr, eds., Education and the Social Order (New York: Reinhart and Co., 1957), pp. 3-149. For discussion, cf. Robert J. Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1957), pp. 1-158.

² Dorothy Lee, "Should the Anthropologist Make Value Judgements" in George D. Spindler, ed., Education and Anthropology (Stanford, Cal.: Stanford University Press, 1955) p. 187.

³ Jean Jacques Rousseau, Emile, Trans. by Barbara Foxley Everyman's Library (New York: E. P. Dutton and Co., Inc., 1911), p.6.

⁴ Rhoda Métraux, "Implicit and Explicit Values in Education and Teaching as Related to Growth and Development," in George D. Spindler,

to observe, "Education as such has no aims,"⁵ and, Kandel in his pioneer study on comparative education to conclude, "Actually educational theories follow rather than lead . . . they are the rationalizations of pre-existing conditions."⁶ From this it could follow that an educative process may be assessed by evaluating the direction of an observable behavior change in a group education setting.⁷

The evaluation of a behavior change, however, involves a total view of man in his society. Spindler calls it a "cultural awareness."⁸ The implications of this are illustrated in the efforts of various commissions that have at various times attempted to elaborate objectives for education, e.g., NEA Education Policies Commission in the years 1938, 1944, 1951, The Committee for the White House Conference on Education in 1956, 1960.⁹ As an instance, the Nea Commission on the Reorganization of Secondary Education stated that the central aim of education in a

ed., Education and Culture: Anthropological Approaches (New York: Holt, Rinehart and Winston, 1955), pp. 126-129.

⁵ John Dewey, Democracy and Education (New York: The Macmillan Co., 1916), p. 125.

⁶ Issac L. Kandel, Comparative Education (Boston: Houghton Mifflin Co., 1933), p. 24.

⁷ Dorothy Westby-Gibson, Social Perspectives on Education: The Society, The Student, The School (New York: John Wiley and Sons, 1965), p. 11.

⁸ George D. Spindler, "Anthropology and Education: An Overview," in George D. Spindler, ed., Education and Culture (New York: Holt, Rinehart and Winston, 1963), p. 65.

⁹ National Education Association (NEA) Educational Policies Commission:

The Purpose of Education in American Democracy (NEA, Washington, D. C., 1938)

Education for All American Youth (NEA, Washington, 1944)

Moral and Spiritual Values in the Schools (NEA, Washington, 1951)

The Central Purpose of American Education (NEA, Washington, 1961)

democracy is to, "develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."¹⁰

In short, behavioral changes can be equated with personality development, as Turner concludes,¹¹ and this in turn, according to Rickover, with the awareness of society to its needs.¹²

Until rather recently, Brim observes, behavioral scientists have, however, paid comparatively little attention to the implications of the relationship between the manner and mode of culture-value development in the framework of the educational environment.¹³ Neal Gross in 1959 described this area as, ". . . a relatively underdeveloped and unfashionable sub-field of sociology."¹⁴ Even the social psychologists have shown little interest in comparison to their research in other

Committee for the White House Conference on Education, A Report to the President (Washington, D. C.: U. S. Government Printing Office, 1956, 1960).

¹⁰ NEA Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education (Washington, D. C.: U. S. Bureau of Education Bulletin No. 35, U. S. Government Printing Office, 1918), p. 9.

¹¹ Ralph H. Turner, "The Problems of Social Dimensions in Personality," in Peter Orleans, ed., Social Structure and Social Process (Boston: Allyn and Bacon, Inc., 1961) pp. 77-78.

¹² Hyman G. Rickover, "The Proper Function of a School in a Modern Industrial Democracy," reprinted from Hearings Before the Committee on Appropriations, House of Representatives, 87th Congress, 2 Session (Washington, D. C., 1962) in William Alexander, ed., The Changing Secondary School Curriculum (New York: Holt, Rinehart and Winston, 1967), p. 6.

¹³ Orville G. Brim, Sociology and the Field of Education (New York: Russell Sage Foundation, 1958), pp. 13 ff.

¹⁴ Neal Gross, "The Sociology of Education," in Robert K. Merton, Leonard Broom and Leonard S. Cottrell, eds., Sociology Today (New York: Basic Books, Inc., 1959), p. 128.

social structures in the dynamics of the educative process according to Westby-Gibson.¹⁵ In the introduction to their book on research-readings in the social psychology of education Charters and Gage as recently as 1963 said, "Social psychologists seemed to turn up everywhere--everywhere except in the schools."¹⁶ George D. Spindler calls the school environment for purposes of research by the cultural anthropologists the "frontier area."¹⁷

Though a few pioneer educators sought research in the manner school children assimilated social values, e.g., Royce as early as 1891,¹⁸ and John Dewey in 1916,¹⁹ two opposing philosophical positions were strong enough, it would seem, to discourage thorough investigation. One, according to Wrong,²⁰ was the acceptance of Durkheim's dictum by a great many social scientists that society is constitutive rather than regulative of human behavior, i.e., society forms its values according to need-patterns. Two, the conviction, still strong, upheld by such as

¹⁵ Dorothy Westby-Gibson, ibid., (1965), pp. 6-7.

¹⁶ W. W. Charters, Jr., and N. L. Gage, Readings in the Social Psychology of Education, (Boston: Allyn and Bacon, Inc., 1963), p. xv.

¹⁷ George D. Spindler, "Anthropology and Education: An Overview," in George D. Spindler, ed., Education and Culture: Anthropological Approaches (New York: Holt, Rinehart and Winston, 1963), p. 54.

¹⁸ Josiah Royce, "Is there a Science of Education," in John S. Brubacher, Eclectic Philosophy of Education (Englewood Cliffs, N. J., Prentice-Hall, Inc., 1891), pp. 54-55.

¹⁹ John Dewey, Democracy and Education, op. cit., (1916), pp. 321-322.

²⁰ Dennis Wrong, "The Oversocialized Conception of Man in Modern Sociology," American Sociological Review, Vol. XXVI, (1961), pp. 184-193.

as the social reconstructionists, e.g., Counts,²¹ Brameld,²² and such religious groups as the Roman Catholic Church, exemplified by Redden, Ryan, 1942, and Pope Pius XII,²³ that behavior norms are constants in themselves, and are, therefore, transcendent to the individual and society. Values are supra-societal, and, hence, defy measurement. Both viewpoints led Charles H. Cooley as early as 1902 to observe:

If there are any who hold that nothing is real except what can be seen and touched, they will necessarily forgo the study of persons and society: because these things are essentially intangible and invisible.²⁴

Both positions, viz., seeing behavioral values as building blocks, or as almost Hegelian entities, reduced them for the purposes of research to what Sherif and Cantril later described as "frames of reference."²⁵

By the time of approximately World War II a change had taken place. Most social scientists had come to view culture norms as basically dynamic in character and immanent to the person, Nisbet observes.²⁶ For

²¹ George Counts, "The Closing of the Great Cycle," Phi Delta Kappan, Vol. 42 (1961), pp. 32 ff.

²² Theodore Brameld, "What is the Central Purpose of Education," Phi Delta Kappan, Vol. 43 (1961), pp. 9-14.

²³ John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education (Milwaukee: Bruce Publishing Co., 1942), pp. 49 ff. Pope Pius XII, "The State and the Catholic School," in The Pope Speaks, Vol. 4, pp. 21-24.

²⁴ Charles Hosrton Cooley, Human Nature and the Social Order (New York: Charles Scribner's Sons, 1902), p. 282.

²⁵ cf. Earl Raab and Seymour M. Lipset, "The Prejudiced Society," in Peter Orleans, ed., Social Structure and Social Process (Boston: Allyn and Bacon, Inc., 1962), p. 60.

²⁶ Robert A. Nisbet, The Social Bond (New York: Alfred A. Knopf, 1970), pp. 301 ff.

the majority (of them), according to Spindler, ". . . the educational process is perceived as reflecting the value conflicts within the cultural milieu surrounding the school."²⁷ Dewey had said much the same earlier, "Not only is social life identical with communication, but all communication (and hence genuine social life) is educative,"²⁸ but he spoke ahead of his hearers. The changed viewpoint about cultural, and, hence, educational, values was not readily shared by the American public, as witnessed by the Public Opinion Polls on American Education, 1950-1958.²⁹ To the people values, for the most part, remained as constants. Professional educators, too, preferred to describe social values in terms that kept them both objective and substantive.³⁰ The divergence between educational theorists and the behavioral scientists would have had some effect on research. Orville Brim, while noting the adverse effects in 1958, holds that the reluctance openly to agree with the social scientists was simply a form of protection against the public by the educators.³¹ Seymour Sarason in 1970 thinks that though educators might personally see behavior values as dynamic and immanent they do not feel they have the right to recast them as such in the form of educational objectives until society seems ready for a changed orientation.³²

²⁷ George D. Spindler, "The Character Structure of Anthropology," in George D. Spindler, ed., Education and Culture, op. cit., (1963), p. 11.

²⁸ John Dewey, Democracy and Education, op. cit., (1916), p. 6.

²⁹ Public Opinion Polls on American Education (Washington, D. C.: National Education Association, 1958).

³⁰ Dorothy Westby-Gibson, op. cit., (1965), p. 101.

³¹ Orville G. Brim, op. cit., (1958).

³² Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn and Bacon, Inc., 1970), p. 236.

The fact, however, that comparatively little research has been directed to evaluating qualities of educational objectives in the light of possible cultural imperatives does not mean to imply that considerable research has been done in the area of assessing personality development and social role assumption in the school setting.³³ The area could hardly be ignored since as Westby-Gibson,³⁴ as only one among many has pointed out, the explosion of knowledge, not to speak of socio-political changes, has produced deep alterations in the American culture. Changes of such a sort not only effect the pattern of behavior values but complicate their very transmission, Sarason observes.³⁵ Already culture lags are appearing between what is taught in school as an ideal and what society actually practices. Particularly among the nation's adolescents have the lags between what is formally presented them and what they actually learn (internalize) become very evident, Coleman found in 1961.³⁶ The social scientists have been interested in these reactions of the adolescent. They appreciate the adolescent's sensitivity to cultural expectations since he is actively in the process of assuming adult roles. In this light the adolescent's value orientation could possibly be hypothesized as a social index. Once assuming that, behavioral scientists

³³ Talcott Parsons, "The School Class as a Social System: Some of Its Functions in American Society," The Harvard Educational Review, Vol. 29, No. 4 (1959), pp. 297-318. Edgar Z. Friedenberg, "The School as a Social Environment," in Robert R. Bell and Holger R. Stub, eds., The Sociology of Education, (Homewood, Ill.: The Dorsey Press, 1963, rev. ed., 1968), pp. 186-198.

³⁴ Dorothy Westby-Gibson, op. cit., (1965), pp. 62-63.

³⁵ Seymour B. Sarason, op. cit., (1970), pp. 227-236.

³⁶ James S. Coleman, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education (New York: The Free Press, 1961), p. 3.

began to wonder if American society is shifting from traditional to emergent values as Spindler holds,³⁷ or is simply attempting a healthy modification in order to preserve its traditional value structure, as Kingsley Davis thinks.³⁸

Parsons and Bales in 1955 pointed out that since the school setting is far more than merely the gamut of classrooms and teachers for the student, the whole social climate of the school becomes a research area.³⁹ It was quite early established by researchers as Hollingshead in 1949 and substantiated by Gordon in 1957, that the school in organization and expectations is a faithful reflection of its local socioeconomic structures.⁴⁰ Eash in 1961 showed that the school gauges behavioral changes (learning) in light of society's ideals locally accepted.⁴¹ Moreover, it was found that manifest degrees of a subculture complete with sanction systems and reference models.⁴² In short,

³⁷ George D. Spindler, "Education in a Transforming American Culture," in George D. Spindler, ed., Education and Culture: Anthropological Approaches, (New York: Holt, Rinehart and Winston, 1963), pp. 136-140.

³⁸ Kingsley Davis, Human Society (New York: The Macmillan Co., 1948).

³⁹ Talcott Parsons and Robert F. Bales in collaboration with James Olds, Morris Zelditch and Philip E. Slater, Family Socialization and Interaction Process (New York: The Free Press, 1955).

⁴⁰ August B. Hollingshead, Elmtown's Youth: The Impact of Social Classes on Adolescents (New York: John Wiley and Sons, 1949), p. 441, and Wayne Gordon, The Social System of the High School (Glencoe, Ill.: The Free Press, 1957).

⁴¹ Maurice J. Eash, "Grouping: What Have We Learned?" Educational Leadership, Vol. 18 (1961), pp. 429-434.

⁴² S. S. Sargent, "Conceptions of Role and Ego in Contemporary Psychology," in J. M. Rohrer and M. Sherif, eds., Social Psychology at the Crossroads (New York: Harper and Bros., 1951). Seymour M. Lipset, and Martin A. Trow, James S. Coleman, Union Democracy (Glencoe, Ill.: The Free Press, 1956).

it was found that the school social climate allowed empirical research parameters to be defined.

One rather early result of research by Clyde Kluckhohn and Florence Kluckhohn in the whole school climate was to draw attention more to the implications of individual value change in response to the socialized expectations than to the implications of the environment as formally structured.⁴³ In fact, the formal educational structure was seen more and more as secondary to the informal social climate produced within the attempt to realize the formal objectives. Learning was seen as an informal social process, Rushlau in 1966 felt.⁴⁴ Getzels and Thelen pointed out that though, ". . . the school reflects in great measure the general culture, it, and even a single class within it, forms a true social system."⁴⁵ The school environment is seen then not as a static setting within which social growth takes place, but is a dynamic complexus of all the individual and group activity centered about and within it.⁴⁶ The climate is truly vibrant, expressing itself, since it

⁴³ Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action: An Exploration in Definition and Classification," in Talcott Parsons and Edward T. Shils, eds., Toward a General Theory of Action (Cambridge: Harvard University Press, 1951), p. 395, and, Florence Kluckhohn and John P. Spiegel, Integration and Conflict in Family Behavior, John P. Spiegel Committee on the Family of the Group for the Advancement of Psychiatry (Topeka, Kansas, 1954), pp. 459 ff.

⁴⁴ Perry Rushlau and Gary Q. Jorgensen, Interpersonal Relationships: A Review, Utah Studies in Vocational Rehabilitation, Bulletin No. 1 (Salt Lake City: University of Utah, 1966), p. 69.

⁴⁵ J. W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," in Nelson B. Henry, ed., The Dynamics of Instructional Groups, 59th Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1960), p. 65.

⁴⁶ George D. Spindler, "The Character Structure of Anthropological Approaches," op. cit., (1963), p. 11.

is the outcome of interaction, in a continual state of what Allison Davis in 1944 called "socialized anxiety."⁴⁷

This "anxiety," according to Sargent,⁴⁸ manifests itself in the sanctions and rewards generated by the group to obtain and reinforce member conformity to its group behavior expectancies. In return for assimilating the values of the group the individual member is given identity in terms of role expectation, i.e., "he belongs," Havighurst found.⁴⁹ In fact, the very need to respond to the group's expectations can be considered the psychological end of childhood and the beginning of adolescence, Josselyn holds.⁵⁰ Bernards recognizing this added that conversely adulthood begins with the waning of peer group loyalty.⁵¹ Both Hollingshead in 1949 and Coleman in 1961,⁵² indicate on the basis of their research that adolescent identification with a

⁴⁷ Allison Davis, "Socialization and Adolescent Personality," in Nelson B. Henry, ed., Adolescence, The 43rd Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1944), cited by Westby-Gibson, Social Perspectives on Education (1965), op. cit., p. 369.

⁴⁸ S. Stanfeld Sargent, "Conceptions of Role and Ego in Contemporary Psychology," in John H. Rohrer and Muzafer Sherif, eds., Social Psychology at the Crossroads (Freeport, N. Y.: Books for Libraries Press, 1951, reprinted, 1970), pp. 367-368.

⁴⁹ Robert J. Havighurst, "Social Development," in Chester W. Harris, ed., Encyclopedia of Educational Research (New York: The Macmillan Co., 1960), p. 1289.

⁵⁰ Irene Josselyn, "The Older Adolescent," in Eli Ginzberg, ed., Values and Ideals of American Youth (New York: Columbia University Press, 1961).

⁵¹ Jessie Bernard, "Teen-age Culture: An Overview," The Annals, Vol. 338 (1961), p. 12.

⁵² August B. Hollingshead, Elmtown's Youth, op. cit., (1949), pp. 241-242, and, James S. Coleman, The Adolescent Society, op. cit., p. 221 ff.

peer group normally takes place in the school setting. The neighborhood or the "street," provide it only in lieu of the school's failure to do so satisfactorily.

It can be said then that the strongest single characteristic (socially considered) of adolescence is what Westby-Gibson simply describes as the "we-feeling,"⁵³ that is, acceptance by and allegiance to a peer group. This sense of mutual identification can, and normally does, raise adolescent associations to the status of primary groups according to the classic but still valid description of Charles H. Cooley, "In these (primary groups) everywhere, human nature comes into existence. Man does not have it at birth; he cannot acquire it except through fellowship, and it decays in isolation."⁵⁴ The group activity itself, according to Trow, need not have any special purpose, but only is ". . . characterized by the interaction of its members in such a way that each person is changed by his group membership, and each would be likely to undergo a change as a result of changes in the group."⁵⁵

It follows that the development of ego-identity, of social value orientation, then, requires strong social involvement. Since the group satisfies needs that the individual person cannot by himself the optimum educational environment for the adolescent is one in which he

⁵³ Dorothy Westby-Gibson, Social Perspectives on Education, op. cit., p. 123.

⁵⁴ Charles Horton Cooley, Social Organization: A Study of the Larger Mind (New York: Charles Scribner's and Sons, 1909, reprinted, 1929), p. 30.

⁵⁵ William Clark Trow, "Group Processes," in Chester W. Harris, ed., Encyclopedia of Educational Research, op. cit., (1960), p. 602.

is not in the Latin sense a "docile pupil" (i.e., "striver"). With something of this criterion Cattell in 1951 defined the group as ". . . a collection of organisms in which the existence of all in their given relationships is necessary to the satisfaction of certain individual needs in each."⁵⁶ Within the group, and not alone, then, the individual finds experiences that enable him to try out roles in preparation for his adulthood--the basis of education. Irene Josselyn describes the process:

From such experimentation he learns what role he can most effectively play in the subculture of his own age group. The learning experience that provides him with his own self identity in a group will facilitate his ultimate conceptualization of himself in the culture of which he will become a part in adulthood.⁵⁷

Symonds found in his 1961 study of adolescents that,

Growing out of adolescence does not mean giving up certain personality trends and taking on others, but rather meeting life's experiences with the same personality equipment one has been provided with from earlier years.⁵⁸

Jahoda in 1953, Veness in 1962 and Musgrove in 1964,⁵⁹ found high correlations between adolescent role expectation and adult realization. The group's activities then have orientations toward social goals considered adult.

⁵⁶ Raymond Cattell, "New Concepts for Measuring Leadership, in Terms of Group Syntality," Human Relations, Vol. 4 (1951), p. 169.

⁵⁷ Irene Josselyn, "The Older Adolescent," in Eli Ginzberg, ed., Values and Ideals of American Youth, op. cit., (1961), pp. 31-32.

⁵⁸ Percival M. Symonds, From Adolescent to Adult (New York: Columbia University Press, 1961), p. 196.

⁵⁹ Gustav Jahoda, "Social Class Attitudes and Levels of Occupational Aspiration in Secondary Modern School Leavers," British Journal of Psychology (1953), p. 44; Thelma Veness, School Leavers: Their Aspirations and Expectations, (1962), cited with Frank Musgrove, Youth and the Social Order (Bloomington, Ind.: Indiana University Press, 1964), pp. 17-18.

It can be postulated from the foregoing that normal adolescent development is closely related to the process of socializing, that is, assimilating as conceptual norms, peer group behavior patterns, or society's culture values as perceived in the pragmatic context of the peer group's interaction. Dorothy Lee, an anthropologist, felt the value orientation process was simply the realization of "... the individual's capacity for being human."⁶⁰ It does not follow, however, that the perceived values of the group necessarily will coincide with the stated or idealized values of the culture. On the contrary there is often a disparity between the role expectations and the role performance, Stouffer and Toby point out.⁶¹ Some researchers of late have come to hold that the disparity connotes more than epistemological difference between the real and the ideal. They are concluding from their research that peer group behavior patterns, seen in toto, are manifesting orientations that are at variance with those of the parent culture. In short they believe that there is at present emerging a deviant sub-culture, e.g., Coleman in 1961, Musgrove in 1964, Sebald in 1968.⁶² Other social scientists are not so positive; concluding from their research that adolescent mores, though often startling, are still fundamentally the real values subscribed by society, e.g., Prince in 1960, Elkin and

⁶⁰ Dorothy Lee, "Discrepancies in the Teaching of American Culture, in George D. Spindler, ed., Education and Culture, op. cit., (1960), p. 178.

⁶¹ Samuel A. Stouffer and Jackson Toby, "Role Conflict and Personality," American Journal of Sociology, Vol. 56 (1951), p. 401.

⁶² James S. Coleman, The Adolescent Society, op. cit., (1961), p. 3; Frank Musgrove, Youth and the Social Order, op. cit., (1964), pp. 12-16; Hans Sebald, Adolescence: A Sociological Analysis (New York: Appleton-Century-Crofts, 1968), pp. 145-150.

Westley in 1955, Greeley and Rossi in 1966.⁶³ A 1961 Gallup Poll phrased the latter position, "The United States has bred a generation of nice little boys and girls who are just what we have asked them to be and what we so frequently say they are not."⁶⁴

Coleman in 1961 on the basis of his study, The Adolescent Society, in particular, was convinced that America's school system was not, however, breeding a "generation of nice little boys and girls. . . ." but was in the process of alienating the nation's youth, forcing them to retreat into life styles that excluded many adult values:

This setting apart of our children in schools--which take on ever more "extracurricular activities"--for an ever longer period of training has a singular impact on the child of high school age. He is "cut off" from the rest of society, forced inward toward his own age group, made to carry out his whole social life with others his own age. With his fellows, he comes to constitute a small society, one that has most of its important interactions within itself, and maintains only a few threads of connection with the outside adult society. In our modern world of mass communication and rapid diffusion of ideas and knowledge, it is hard to realize that separate sub-cultures can exist right under the very noses of adults--sub-cultures with languages all their own, with special symbols, and, most importantly, with value systems that may differ from adults. . . . To put it simply, these young people speak a different language. What is more relevant to the present point, the language they speak is becoming more and more different.⁶⁵

⁶³ Richard Prince, "Values, Grades, Achievement and Career Choice of High School Students," Elementary School Journal, Vol. 60, April (1960), pp. 375-384; Frederick Elkin and William Westley, "The Myth of Adolescent Culture," American Sociological Review, Vol. 20, (1955), pp. 680-684; Andrew M. Greeley and Peter H. Rossi, The Education of American Catholics (Chicago: Aldine Publ. Co., 1966), pp. 149-156.

⁶⁴ George Gallup and Evan Hill, "Youth, the Cool Generation," Saturday Evening Post, Vol. 234, Dec. 30 (1961), pp. 63-80.

⁶⁵ James S. Coleman, The Adolescent Society, op. cit., p. 3. Coleman considers his study to be in direct contradiction to Elkin and Westley's position (supra).

Gottlieb and John Reeves a year later, 1962, in response to conclusions such as the foregoing, sought by means of a poll of social scientists well known for their interest in adolescent behavior to determine if there is general agreement with Coleman.⁶⁶ In a later work (1964), with Charles Ramsey, Gottlieb summarized the results of the poll:

The responses indicated that, in general, the notion of the existence of an adolescent sub-culture is accepted by many professionals. A number of the social scientists stressed that probably more than one sub-culture exists, if one looks for variations in socio-economic, ethnic, and religious backgrounds, as well as, differences in age, residence, and perhaps school attended. There also seemed to be general agreement that the operational criteria used to identify and establish the existence of the sub-culture involve observed differences in values and behavior between adolescents and adults. . .

A second factor which stimulated some comment is whether great or significant differences really exist between the attitudes and values endorsed by adolescents and those held by adults. While these are differences, just how great are they?⁶⁷

By way of a general conclusion from their survey Gottlieb and Reeves observed that ". . . (there is) a general acceptance of specific age-grade behavior patterns which can be accepted as an indication of a distinct sub-culture."⁶⁸

The determination of whether this means that there is actually emerging a deviant adolescent sub-culture cannot, however, be resolved only by a consideration of the manner and the extent the adolescent interacts with his peer group(s) and the manner and extent the peer

⁶⁶ David Gottlieb and Jon Reeves, Adolescent Behavior in Urban Areas (New York: The Free Press of Glencoe, 1962).

⁶⁷ David Gottlieb and Charles E. Ramsey, The American Adolescent (Homewood, Ill.: The Dorsey Press, 1964), pp. 29-30.

⁶⁸ Gottlieb and Ramsey, Ibid., p. 30.

group(s) adapt pragmatically the idealized value-expectancies of society within the educative environment. The reason is that though the school social climate (synonymous with community for the adolescent: according to Coleman),⁶⁹ exhibits age-role conflicts, it is equally, if not more, sensitive to, and even perhaps, more reflective of the local social stratification as well as ethnic and ethnic (e.g., religious) divisiveness Sargent has shown in 1951.⁷⁰ Though William Ogburn as early as 1927 and the Lynds, Robert and Helen that same year,⁷¹ found evidence of this a generation ago, and Lloyd Warner and Paul Lunt before World War II,⁷² researched it in terms of social class, and Havighurst and Loeb shortly after in 1944,⁷³ even indicted the schools, the most thorough study was made by Hollingshead, 1941-1942, who concluded that, ". . . there is a functional relationship between the class position of an adolescent's family and his social behavior in the community."⁷⁴

⁶⁹ James S. Coleman, The Adolescent Society, op. cit., (1961), pp. 218-219.

⁷⁰ S. Stanfeld Sargent, "Conceptions of Role and Ego in Contemporary Psychology," in John Rohrer and Muzafer Sherif, eds., Social Psychology at the Crossroads, op. cit., (1951), p. 359.

⁷¹ William F. Ogburn, Social Change with Respect to Culture and Original Nature (New York: B. W. Huebsch, 1927), p. 365; and Robert S. Lynd and Helen M. Lynd, Middletown: A Study in Contemporary American Culture (New York: Harcourt, Brace and Co., 1927), pp. 39-52; and their follow-up study, Middletown in Transition: A Study in Cultural Conflict (New York: Harcourt, 1937), pp. 49-55, reinforced their earlier conclusion.

⁷² Lloyd W. Warner and Paul S. Lunt, The Social Life of a Modern Community (New Haven: Yale University Press, 1941), p. 460.

⁷³ Robert J. Havighurst and Martin B. Loeb, Who Shall be Educated? The Challenge of Unequal Opportunity (New York: Harper, 1944), p. 190.

⁷⁴ August B. Hollingshead, Elmtown's Youth, op. cit., p. 441.

The pressures of the local community social and psychological factors on the educative process produce what Werner calls psychocultural reactions.⁷⁵ These reactions are quite similar to what Leon Festinger terms social "dissonance."⁷⁶ They could possibly account for the high correlation, found by Eisenstadt between an adolescent's confusion of social status and his need for peer group acceptance.⁷⁷ For Gouldner these pressures become the "crucial determinants" in orienting behavior.⁷⁸ In other words, it would seem, the peer group neutralizes the pressures of the community by acceptance of social class distinctions. By way of illustration, both Hollingshead in 1949,⁷⁹ and Coleman in 1961⁸⁰ found that adolescent cliques with few exceptions (or star athletes, etc.) quite faithfully reflected their parental social status.

In short, it can be postulated that the empirical measurement of how and where adolescent values may deviate from those of their parents is impeded by the fact that the differences, due to community (cultural) influence, in the last analysis remain quite small as Parsons observed

⁷⁵ Fred H. Werner, "Acculturation and Milieu Therapy in Student Transition," in George D. Spindler, ed., Education and Culture, op. cit., (1961), p. 262.

⁷⁶ Leon Festinger, A Theory of Cognitive Dissonance (Evanston, Ill.: Row, Peterson Co., 1957), in passim.

⁷⁷ Samuel N. Eisenstadt, From Generation to Generation: Age Groups and Social Structure (Glencoe, Ill.: The Free Press, 1956).

⁷⁸ Alvin W. Gouldner, Patterns of Individual Bureaucracy (Glencoe, Ill.: The Free Press, 1954).

⁷⁹ August B. Hollingshead, Elmtown's Youth, op. cit., (1949), pp. 241-242.

⁸⁰ James S. Coleman, The Adolescent Society, op. cit., pp. 130-131.

in 1962.⁸¹ Hence, the determination of whether the differences that may manifest themselves are indications of culture deviance or whether they are ephemeral adolescent adaptations, cannot be conclusively accomplished by evaluation of observable behavior alone.

FOCUS OF THIS STUDY

The focus of this study is a determination of the effects of interaction by peers within a specified social climate upon social value development.

The foregoing research patterns and findings give strong weight to D. J. Levinson's conclusions that the role demands of society and consequent value orientations are sociological rather than psychological concepts.⁸² They are essentially acculturative, and, hence, are learned. Studies indicated postulate that behavior norms are socialized normally during the period of adolescence, and, that it is during this time of personality development that adult reference models exert minimal influence.⁸³ Furthermore, research shows that the process of ego identification is more the result of social peer group action than of individual accommodation. And, peer group interaction, whatever its immediately perceived purpose, is basically a series of interrelated experiments with social situations in terms of evolving acceptable

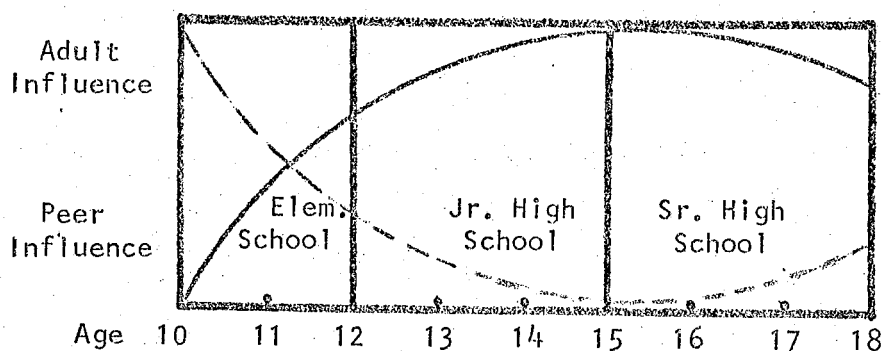
⁸¹ Talcott Parsons, "Youth in the Context of American Society," Daedalus (Winter, 1962), pp. 97-123.

⁸² D. J. Levinson, "Role, Personality, and Social Structure in the Organizational Setting," Journal of Abnormal and Social Psychology, Vol. 58, (1959), pp. 170-180.

⁸³ David Gottlieb and Charles Ramsey, The American Adolescent, op. cit., (1964), pp. 184-188.

behavior expectancies. At present, it is seen, these most frequently occur within the extended social climate of the school.

ADULT AND PEER INFLUENCE DURING SCHOOL YEAR



Historically and ideally it has been held by American society (and most educators) that the recognized and "transcendent" values of the culture could be inculcated by the formal process of education. Also it was assumed that behavior norms would be enunciated and assimilated without the bias of the local community, and that, peer social interaction would adopt adult models and reinforce their acceptance by the individual. Research findings, however, indicated that society is failing to enunciate at least its ideal expectancies, and, seemingly, is not providing its youth with motivations that foster identification with adult standards. Whether or not adolescent reaction to this indicates the emergence of a deviant sub-culture is still a moot point, but it can be defended that modern urban-industrial society has produced what Hans Sebald in 1968 called ". . . the crisis of status discontinuity" between adolescents and adults.

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⁸⁴ Hans Sebald, Adolescence: A Sociological Analysis, op. cit., (1968), p. 6.

It is within the implications of such a situation that this Study assumes its focus. It views the school as a primary agent in personality development considered as an acculturation process. It is postulated that the evaluation of society's expectations seen as educational objectives (and especially their taxonomies in the affective domain) requires that value orientations be considered in the total education setting, that is, wherever learning (as behavioral change) is accomplished. Hence, if it is ascertained by empirical evidence that the individual adolescent learns values by assimilating role expectancies, not as they are formally presented as an educational objective, but as they are perceived, adapted and sanctioned (and reinforced) by his peer group, and indirectly as his peer group reacts to larger referent age groups, it is felt that the social climate fostering such learning is significant.

OBJECT OF STUDY

The particular object of this Study is an investigation of how involvement in and commitment to a peer group will influence discernibly the value orientation of the members within the school environment.

Even though a considerably large amount of research has been devoted to adolescent social development in reference to peer group influence, there is comparatively little directed to the discernment of what degree involvement or identification with a peer group will influence the behavioral pattern development (value orientation) of the adolescent especially within the education (school) environment. It can be concluded that though it has been long accepted by the behavioral scientists that there is an effective relationship between group expectancies, reinforced by sanctions, and individual conformity, little is

known of the manner of adolescent response in relation to both the individual and the group assimilation of social norms of action. This apparent hiatus could seem anomalous were it not realized that there exists quite formidable obstacles to research in the area. The difficulty is summarized in question form by Gottlieb and Ramsey, "... how do we isolate values or behaviors which are solely the product of adolescent peer culture from those learned from adults?"⁸⁵ Muzafer Sherif maintains that little progress will be made in understanding the relation between social interaction and individual attitude development until there are established "uniformities of behavior within a defined range of acceptance."⁸⁶

Obviously no single research effort will be able to overcome all the difficulties expressed by Gottlieb and Ramsey, nor even achieve well delineated "uniformities of behavior with a defined range of acceptance" sought by Sherif. Yet, it is felt that a study, though limited in scope, of representative adolescent peer groups interacting within quite determined bounds can produce valid and reliable insights into adolescent personality development as conditioned by cultural imperatives.

This assumption is drawn from the fact that education is an acculturation process. The secondary school, in a manner cognizant of adolescent growth, proposes formally values that are sanctioned as ideal.

⁸⁵ David Gottlieb and Charles Ramsey, The American Adolescent, op. cit., (1964), p. 32.

⁸⁶ Muzafer Sherif, cited by David Gottlieb and Charles Ramsey, The American Adolescent, (1964) supra, p. 31. In the context Sherif went on to say, "In any specific situation (i.e., of research in the area) I would favor intensive study of the distinctiveness of the status and norm systems and also the extent of its linkage to pre-existing adult values or norms."

by society, and fosters informal adaptation and assimilation of them by creating a climate of social interaction. It is, therefore, hypothesized that an investigation of the value orientation of adolescent groups geographically spread but still interacting within nearly homogeneous conditions that are definable, can generate data that could be significant in producing valid perspectives of the effective relationship between peer group behavior norms, sanctions, expectancies, and individual response. Accordingly, this Study takes as its object the researching of how involvement in and commitment to a peer group will influence measurably the behavior and beliefs (value orientation) of the participants within nearly homogeneous school social climates. It extends itself to comparing the maturation level between peer groups and their value development, since it is felt that these factors could affect adolescent response. Also the Study attempts to discern how and to what significant degree referent model-groups could influence the behavior patterns of sub groups.

It was assumed that conclusive insights into the foregoing objectives could be realized, if there were available for measuring within and between group value orientations, adolescent subjects who made up nearly homogeneous peer groups. The subjects could be considered as forming peer groups and the groups compared if the following conditions were shown to be met to a significantly satisfactory degree:

1. The subjects be normatively representative of the general adolescent population.
2. The subjects be homogeneous to the extent that socio-economic or "presenting cultures" do not become divisive factors.
3. The subjects be proportionate in number to the normally accepted age-span of adolescence.

4. The subjects form peer groups that exhibit a recognizable identity.
5. The education objectives affecting the school social climates be formally similar.
6. The environmental conditions influencing the social climates be similar.
7. Social interaction be primarily within and between groups affected by the same climate, and only secondarily with "outside" groups.
8. Approximately the same proportion of referent groups be present.
9. The educational social climates be geographically separated to the extent that manifestations of highly similar value orientations can be predicated of the groups rather than the locality.
10. The subjects would cooperate to the extent measurable degrees of response to social climate conditions, interaction, and value judgments are manifested.

Field investigation indicated that subjects meeting the above conditions might possibly be found in the American Roman Catholic minor seminaries. These are boarding secondary schools that under structured educational objectives prepare adolescents who have been screened for the ministry to enter the theologies. At first sight these schools exhibit similar primary and secondary socialization programs since they are under the same ecclesiastical supervision and share the same outlooks and traditions.

Accordingly, this Study will seek to determine if three representative seminaries and the students within them could provide social climates and peer groups that realize the "uniformities of behavior within a defined range of acceptance," considered as prerequisites by Muzafer Sherif to researching adolescent culture norms. Since the following Chapter of this Study will detail the rationale and methodology

assumed it suffices to note that this will be attempted in two steps. The first, after a socio-economic categorization of the subjects, would be the administration of an instrument designed to indicate response to school social climatic conditions, and, second, the use of sociometric devices to reveal the extent of peer group identification. If, and to the degree the results of these steps would establish that within the seminaries the adolescents form significantly close peer groups which in turn reflect maturation levels, and that, the social climate in each school evokes a significantly uniform response, the Study would conclude that it can move to its stated purpose. Briefly reiterated, this is to research how involvement in and commitment to a peer group will influence the behavior norms of the participants.

As will be described in Chapter 2 the resolution of the purpose would be attempted by use of a standardized instrument designed to delineate value orientations within the present culture pattern. Again, it would have to be determined if the cumulative individual responses indicated significantly that they are the interiorized (and socialized) values of identifiable peer groups, and that if so the groups differed by reason of maturation levels. To the degree this might be accomplished comparisons would ascertain if conclusive agreements in value orientations were evident, and, also, whether the orientations themselves would be socialized acceptance or adaptation of the culture's idealized behavior norms. Possible areas of agreement or disagreement with their measure within the different schools could then be compared with those between the schools. As before, it would have to be determined if responses to the social climates were over-all significantly uniform, and whether the peer groups could be identified by their maturation

levels. Then, value orientations of the representative groups could be compared, and the results analyzed for possibly significant conclusions.

Hopefully, then this methodology will enable the Study to realize its objective to the point that conclusive insights are gained as to how the value orientations manifested in the social interaction of adolescent peer groups indicate either pragmatic adaptations of American society's idealized norms, or possibly a shift in its cultural imperatives. These could follow, subject to the limitations of the data, from behavior patterns indicating the degree and extent social interaction responding to the climate effects, first, individual identification with a peer group composed mainly of members of comparably the same psychological age, and, second, individual assimilation of the peer group's behavioral expectations.

CHAPTER 2

RATIONALE, HYPOTHESES AND METHODOLOGY

Part One: Rationale

Since value orientation in personality development is determined in great part by the cultural implications of such independent variables as family, community, school, and such dependent variables as attitude, expectation, reinforcement, the rationale and methodology selected in reference to the circumstances of the subjects and their social climates must be carefully refined. Peter Blau expresses it,

"... the objectives of sociology include not only the explanation of human behavior in terms of social conditions that affect it, but also the explanation of why these conditions rather than others came to characterize the social structure."¹

The circumstances, then, respecting the use of students in American minor seminaries as possibly suitable subjects for the purpose of this Study must be put into perspective before specific hypotheses can be stated. Implicit in this, however, is the prior need to explain the meaning and manner value orientations are understood in the Study.

As a term value orientation lends itself to a variety of meanings: from describing a behavior trait to a philosophy of life. The criteria for the definition as used in this Study have been formulated by Gordon W. Allport for orientation, and by Clyde Kluckhohn for value.

¹ Peter Blau, "Objectives of Sociology," in Robert Bierstadt, ed., A Design for Sociology: Scope, Objectives and Methods (Philadelphia: The American Academy of Political and Social Science, 1969), p. 45.

Allport's criteria are: an attitude or orientation must, (1) have definitive orientation in the world of objects or values, and in this respect differ from simple and conditioned reflexes; (2) not be an altogether automatic and routine type of conduct, but must display some tension even when latent; (3) be rooted in experience, and therefore is not simply a social instinct.² On the basis of these criteria he made this definition:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects with which it is related.³

Brameld summarizes the criteria of Kluckhohn. ". . . (1) values are constructs involving both cognitive and cathetic factors; (2) they are potentially but not always actually verbalized; (3) while primarily cultural products they are uniquely expressible by each individual and each group; (4) because particular desires may be either disvalued or valued, it is essential to make sure that values are equated rather with the desirable, defined according to the 'requirements of both personality and sociocultural system for order, the need for respecting the interests of others and of the group as a whole in social living; (5) selection among available alternative values are attachable to both the means and

² Gordon W. Allport, "Attitudes in the History of Social Psychology," in Marie Jahoda and Neil Warren, eds., Attitudes: Selected Readings (Baltimore: Penguin Books, 1966), pp. 19-20.

³ Gordon W. Allport (1966), supra, p. 20. Allport formulated the definition in 1935 but still stands by it. He notes (supra) that his definition has remained, ". . . the primary building stone in the edifice of social psychology. It has, of course, had many critics. Especially in recent years, learning theorists, field theorists, phenomenologists, have attempted to dislodge it. But it is questionable whether their combined efforts can do more than refine the concept for future use."

and ends of action.⁴ Kluckhohn's definition is:

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which includes the selection from available modes, means, and ends of action.⁵

Orville Thompson and Sara Carr speaking of Kluckhohn's definition state, "Kluckhohn sees the desirable as being that which it is felt or thought to be proper to want."⁶ Kluckhohn himself observes, ". . . the relationship between a value system and a need or goal system is necessarily complex. Values both rise from and create needs."⁷

In light of the foregoing it can be taken that a value orientation is a judgment-norm inherent in role assumption and cherished by the individual. Such a description, however, puts value orientations beyond the sociometric level. To bring them within the range of empirical research Getzels in 1958 categorized values into the orders of social and secular.⁸ Spindler using Kluckhohn's definition and Getzel's

⁴ Theodore Brameld, "The Meeting of Educational and Anthropological Theory," in George D. Spindler, ed., Education and Culture: Anthropological Approaches (New York: Holt, Rinehart and Winston, 1963), p. 100.

⁵ Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action: An Exploration in Definition and Classification," Talcott Parsons and Edward L. Sills, eds., Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1952), p. 395.

⁶ Orville E. Thompson and Sara G. Carr, Values of High School Students: A Comprehensive Four-Year Study of Personal and Occupational Values of High School Students and Their Teachers (Davis, Calif.: University of California, Dept. of Agricultural Education, Research Monograph #4, 1966), p. 1.

⁷ Clyde Kluckhohn, "Values and Value Orientations in the Theory of Action," op. cit., (1952), p. 428.

⁸ Jacob W. Getzels, "The Acquisition of Values in School and Society," in Francis S. Chose and Harold A. Anderson, eds., The High School in a New Era (Chicago: University of Chicago Press, 1958).

division refines the secular category into those with a tradition orientation and those with an emergent orientation.⁹ This division will be explained in greater detail later since it has been assumed by this Study for the resolution of its purpose.

Since value orientation is being considered in relation to personality development attention here must be given to that period of maturation when behavior norms are socialized, that is, when the mores of society are learned. This, of course, is usually associated with the period of adolescence. There is, however, a question as to the length of the adolescent period. Research studies by Jacob, Lehmann and Payne, Trent and Golds, and Katz, though extending adolescence into the early "twenties" still conclude that for the matter of value internalization the years normally attached to high school attendance are the most significant.¹⁰ Philip Jacob in 1959 saw little change in the values of college students from those they had as high school students other than a greater

⁹ George D. Spindler, "Education in a Transforming American Culture," in George D. Spindler, Education and Culture, op. cit., pp. 135-138.

¹⁰ Philip E. Jacob, Changing Values in College, and, "Does Higher Education Influence Student Values," in Spotlight on the College Student (Washington, D. C.: American Council on Education, 1959).

Irvin J. Lehmann and Isabelle K. Payne, "An Exploration of Attitude and Value Changes of College Freshmen," Personnel and Guidance Journal, Vol. 41 (1963), pp. 403-408, which confirmed Jacob's conclusion.

James W. Trent and Jenette Golds, Catholics in College: Religious Commitment and the Intellectual Life (Chicago: University of Chicago Press, 1967), p. 90 ff. Jacob had noted that there was no parallel research to his in Catholic colleges, Trent and Golds, therefore, made this study.

Joseph Katz, "Four Years of Growth, Conflict, and Compliance," in Joseph Katz and Associates, No Time for Youth: Growth and Constraint in College Students (San Francisco: Jossey-Bass, Inc., 1968), pp. 64-68.

homogeneity in orientation.¹¹ Symonds in his study of a group of New Yorkers from 1940 to 1953 found little measureable change between the behavior norms of adolescence and adulthood; "... what they were at thirteen, they in essence were at thirty."¹² Peck and Havighurst in their 1964 sociometric study of "Prairie City" found that they could not really distinguish between judgment responses of adults and adolescents; in fact, many adolescents surpassed the adults in maturity of response.¹³

The longitudinal study on adolescent growth conducted by the Institute of Child Welfare of the University of California, and as reported by Jones and Bayley in 1950 found that the emotional maturing process, though by no means always in an even manner, reached its social (seeking group identity) phase during the early years of high school.¹⁴ That youth would be most receptive to assimilating society's ideals in a school setting had been anticipated by the American public before science's findings, as is evidenced by the Compulsory School Attendance laws passed by most states during the early decades of this century, according to

¹¹ Philip E. Jacob, Changing Values in College, op. cit., (1959), Nevitt Sanford, commenting on the fact values had "jelled" during the college years, found it "chilling" but also "The challenge to educators is direct and formidable," in The American College: A Psychological and Social Interpretation of the Higher Learning (New York: John Wiley and Sons, 1962), p. 808.

¹² Percival M. Symonds, From Adolescent to Adult (New York: Columbia University Press, 1961), p. 194.

¹³ R. F. Peck and Robert J. Havighurst, The Psychology of Character Development, in Frank Musgrove, Youth and the Social Order (Bloomington, Ind.: Indiana University Press, 1960), pp. 15-16.

¹⁴ Mary Cover Jones and Nancy Bayley, "Physical Maturing Among Boys as Related to Behavior," Journal of Educational Psychology, Vol. 41, (1950), pp. 129-148.

Westby-Gibson.¹⁵ This is underscored by statements, such as, "The school is the one agency that may be controlled definitely and consciously by our democracy for the purpose of unifying its people," by the NEA Commission on the Reorganization of Secondary Education in 1918.¹⁶

Taking adolescence, especially during the years usually spent in secondary schools (age 14-18), as the period society's norms are socialized introduces the need to consider psychologically the process by which external socialized interactions become cognitively (as opposed to reflexively) internalized. It is a thinking person, whatever his status as adolescent or adult, who judges and acts. Unless value development is equated in some manner to the process of learning ego-identity becomes wholly a product of genetics and/or environment. Therefore, the formulation of hypotheses and the methodology in regard to how involvement with a peer group influences value orientation ought to weigh the implications of learning theory.

Jean Piaget has especially concerned himself with the relationship of socialization to cognitive development.¹⁷ His learning theory in essence is an explanation of how the person from earliest infancy into mature adulthood internalizes experiences, and they in the process become values, since the cognitive aspects of symbols and their meanings are

¹⁵ Dorothy Westby-Gibson, Social Perspectives on Education: The Society, The Student, The School (New York: John Wiley and Sons, 1965), p. 284.

¹⁶ NEA (National Education Association) Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education (Washington, D. C.: U. S. Bureau of Education, Bulletin No. 35, 1918), p. 22.

¹⁷ Jean Piaget, The Moral Judgment of the Child, translated by Marjorie Gabain (New York: Harcourt, Brace and Co., 1932).

shaped by the culture. Piaget's theory, for the most part, complements and reinforces the findings of the role theorists as described in his work, The Growth of Logical Thinking, published in 1958.¹⁸ For this latter reason this Study accepts his approach for reasons that will be explained.

Piaget divides cognitive development into two a priori divisions, namely, the stage dependent and the stage independent. Each of these is determined by its interrelated developmental concepts, which are schema, structure, operation, assimilation, accommodation, adaptation, equilibrium and equilibration. Each marks the process by which an object (stimulus) becomes a value; a continued structural operation. The operation is never complete since there is unending interaction with the environment, and, too, the value never becomes an entity (cognitive) by itself, but is always an element in a behavior disposition (culture) of meaningful and repeatable habits. The process differs at each stage of an individual's growth since it is dependent on and interwoven with, (1) the maturation of the nervous system, (2) experiences with physical reality and (3) the influence of the social environment. Since adolescence marks the period a child becomes an active participant in assimilating and accommodating his social experiences it becomes the stage during which value orientations are developed. By late adolescence (or the end of it) for Piaget the child achieves an equilibration in the process of coming to four realizations: namely,

1. The social world becomes an organic unit which has its laws and regulations, and its division of roles and social functions.

¹⁸ Jean Piaget with Barhel Inhelder, The Growth of Logical Thinking: From Childhood to Adulthood, translated by A. Parsons and S. Milgram (New York: Basic Books, 1958).

2. Egocentricity has been "dissolved" by a sense of "moral solidarity" which is consciously cultivated.
3. Personality development from now on depends upon an exchange of ideas by social intercommunication in place of simple mutual imitation.
4. A sense of equity supersedes submission to adult authority.¹⁹

Piaget's theory, even in the foregoing synopsized form seems to give meaning to the adolescent's need for social interaction and experience. It gives a rational basis for the constant testing of people and things by the teen-ager, for his introspective and extroverted moods, for his sudden sympathies and antipathies. There is an explanation for the adolescent yearning for both peer and adult recognition. Briefly, each of Piaget's developmental concepts, e.g., assimilation, adaptation, equilibrium, can be shown in operation. Also, once the equilibration of the structure process is achieved in late adolescence, it can indicate why there is little or no change in adult value orientations, since by then the values are identified with personality. The special attraction here of Piaget's approach, however, is that given the high correlations of similar social experiences with physiological maturation, the value orientation (cognitive structural development) of adolescents can be evaluated at least as to direction, and that is a purpose of this Study.

The application of Piaget's rationale, however, rules out for empirical inference random sampling of youth in random communities. First, in most social settings, as a town, social stratification makes the wide sharing of the same social experiences very difficult as Coleman noted

¹⁹ Rolf E. Muuss, "Jean Piaget's Cognitive Theory of Adolescent Development," Adolescence, Vol. 2, No. 7 (1967), pp. 285-311.

in 1961.²⁰ Second, even if in one community the adolescents formed close homogeneous groups that shared the same life style, matching them with similar communities and groups would be almost impossible.

What are required for investigation of group value equilibrium and equilibration, to use Piaget's terms, in field conditions are subjects that socially interact under almost laboratory conditions. The subjects would have to be representative of the general population, not just one locality, would have to share to a high degree the same socio-economic cultural background, and would live in such proximity that there is an optimum level of spontaneous as well as structured social experiences.

One social climatic possibility that in some ways approaches the above laboratory conditions could be a residential institution for adolescents. Investigation shows, however, that very few could qualify since they have programs or structures that are designed to compromise individuality. Moreover, the stronger the structure the more divorced become their inmates from the general culture. Goffman in his study of what he calls "a total institution," brings this out. He defines the total institution:

. . . a place of residence and work where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered round of life.²¹

He further makes the observation:

²⁰ James S. Coleman, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education (New York: The Free Press, 1961), p. 293 ff.

²¹ Erving Goffman, Asylums: Essays on the Social Situation of Mental Patients and Other Inmates (Garden City, New York: Anchor Books, (1961), p. xiii.

Now it appears that total institutions do not substitute their own unique culture for something already formed; we deal with something more restricted than acculturation or assimilation. If cultural change does occur, it has to do, perhaps, with the removal of certain behavior opportunities and with failure to keep pace with recent social changes on the outside . . . In this sense, total institutions do not really look for cultural victory. They create and sustain a particular kind of tension between the home world and the institutional world and use this persistent tension as strategic leverage in the management of men.²²

The point is that even though an institution has objectives which it attempts to inculcate on both primary and secondary socialization levels, its objectives remain the non-normal institutional world. For this reason a penal institution for adolescents could not serve the purposes of this Study. Residential schools for adolescents could since their philosophies of education, for the most part, are determined by the same values, yet, most residential secondary schools have been founded and sustained for certain groups of clients, and for this reason each has a unique quality and tradition that make pairing very difficult.

The suggestion that the American minor seminaries might be more homogeneous in structure and that their student bodies could be representative to the degree that the direction of adolescent value orientation might be ascertained rested on two bases. The first, since the students at the seminary institutions were drawn only from those vocationally interested in a single occupation, namely, the ministry, they might form measureably homogeneous groups, psychologically and sociologically. The second, since the primary motivation supposedly was the attraction of a life of ideal social service, the students might be especially responsive to adolescent norms.

²² Erving Goffman, ibid., p. 13

The first of the above bases was supported as tenable by research findings of Super in 1957 and 1963, Tageson in 1960, Pallone and Banks in 1968, which cumulatively indicate there is, especially in the ministry, a high correlation between roles and personality types.²³ Monane in 1967 made a systems analysis and one of his conclusions is:

Persons, things, ideas and other items of energy/information that are similar to the present components of a system are most likely to enter and become new units of such systems. Systems attract and encourage the entrance of people and things like themselves. When new systems form through conjunction, they form largely of components that are already quite similar.²⁴

Research also gives weight to the second basis, at least, in general, namely that the ministry would attract those who by personality were more than normal responsive to social climate and pressure. Holland summarized the findings which indicated the model for ministers is what vocational psychologists call the Social Person. Holland describes him:

(he) . . . is typified by his social skills, and his need for social interaction; his characteristics include sociability, nurturance, social presence, capacity for status, dominance and psychological-mindedness . . .

In problem solving, he relies on his emotions and feelings rather than on his intellectual resources.

. . . sees himself as sociable, cheerful, adventurous, effeminate, conservative, dependent, dominant, not scholarly, responsible

²³ D. E. Super, The Psychology of Careers (New York: Harper Bros., 1957), and, Career Development: Self Concept Theory (New York: College Entrance Examination Board, 1963).

C. F. Tageson, The Relationship of Self-perceptions to Realism of Vocational Choice (Washington: Catholic University of America Press, 1960).

Nathaniel J. Pallone and R. R. Banks, "Vocational Satisfaction Among Ministerial Students," Personnel and Guidance Journal, Vol. 46, (1968), pp. 870-875.

²⁴ Joseph H. Monane, A Sociology of Human Systems (New York: Appleton-Century-Crofts, 1967), p. 18. [*Italics not the author's.*]

intellectually efficient, achieving, self-accepting, impulsive, not succorant.²⁵

Pallone draws the operational corollary that the role finds the person, and that "vocational satisfaction consists in relatively high congruence between one's self-concept on the one hand and the demands, requirements, and self-actualizing possibilities inhering in the occupational role" on the other.²⁶

The foregoing, however, applies to the ordained minister, and, hence, not necessarily to those still preparing for the role. Researchers, e.g., McCarthy in 1961; Coville in 1962; Kobler in 1964, in seeking "persistence factors" have not to date been able to determine if there are significant differences between those who remain and those who drop out.²⁷

It could be asked, though, if the adolescent in the minor American seminary was as mature, and, therefore, representative, as his non-seminary counterpart. Keefe in 1965 compared sample groups in this trait. His conclusion:

²⁵ John L. Holland, The Psychology of Vocational Choice: A Theory of Personality Types and Model Environments (Waltham, Mass.: Blaisdell Publishing Co., 1966), pp. 25-26.

²⁶ Nathaniel J. Pallone and John Driscoll, Marian Droba, "Self, Role and Satisfaction in the Religious Life," in William T. Liu and Nathaniel J. Pallone, eds., Catholics/U.S.A.: Perspectives on Social Change (New York: John Wiley and Sons, 1970), p. 113.

²⁷ T. N. McCarthy, Characteristics of the Promising Candidate (Philadelphia: LaSalle College, 1961).

W. J. Coville, "Personality Assessment of Candidates to Seminaries: A Study of Clinical and Psychometric Methods and Their Effectiveness," in S. W. Cook, ed., The Research Planning Workshop (New York: Religious Education Association, 1962), p. 175 ff.

Francis J. Kobler, "Screening Applicants for Religious Life," Journal of Religion and Health, Vol. 3 (1964), pp. 161-170.

. . . empirical evidence does not support the charge of lesser maturity among boys who have undergone the training of a high school seminary. Of the four experimental groups employed, it can be said that no one group was outdistanced by any other(s) in general psychological maturity. In the specific dimensions of maturity studied, equality among the groups was the more common pattern. When differences did appear, superiority by one group in one aspect of maturity was balanced by lesser performance in another. On the basis of analysis of the data it can be concluded that all four experimental groups manifested comparable levels in collective maturity.²⁸

The problem of having representative subjects resolved itself from a consideration of the students in the American high school (minor) seminaries to a consideration of the seminaries themselves. It was sought whether the social climates in these institutions could be judged normal enough to allow general conclusions about value orientation in relation to peer group involvement. To express it somewhat differently; does the average seminary obtain the effects on its inmates of the "total institution" described by Goffman, or does the American adolescent seminarian accommodate himself to his social environment to the level that he remains eminently an "average" American youth?

There has been much criticism of the seminary social climate.

Stafford Poole summarizes a historical judgment:

The American seminary has always been and basically still is an isolated institution. The separatist tendencies of the Counter-reformation were heightened in the United States by the phenomenon of immigration and the anti-Modernist reaction. The Church in this country has been until our time a minority identified with recent immigrants, essentially of foreign (read: Roman) allegiance, sometimes suspected, and always mistrusted. It took on a ghetto mentality both by force of external pressures and by choice. The faith of the immigrant was maintained by keeping him from harmful influence and by making the Church a rally-point for his minority

²⁸ Jeffrey Francis Keefe, A Study of Two Seminary and Two Non-Seminary High School Groups on Selected Aspects of Maturity (New York: Ph.D. thesis Fordham University, 1965), p. 120.

feelings. Thus the isolationists' direction of the Catholic Reformation was greatly intensified in the new World.²⁹

Other strong indictments have been voiced by Lee and Putz.³⁰ Farabaugh in a review of literature in 1970 stated,

The 1960's have not been kind to the high school seminary. Probing criticism, caustic innuendoes, growing skepticism, and even passionate rejection have characterized this decade of disenchantment with the system.³¹

There is, it would seem, according to Fichter and Dewey, a high correlation between criticism of the seminary structure and criticism of the Church itself.³² That there is a problem, whether centered in the seminary structure or whether in the whole ecclesial structure as such, is illustrated by the drop in high school seminary enrollment; e.g., in

²⁹ Stafford Poole, Seminary in Crisis (New York: Herder and Herder, 1965) pp. 49-51.

³⁰ James Michael Lee and Louis J. Putz, eds., Seminary Education in a Time of Change (Notre Dame, Ind.: Fides Publishers, 1965). This work contains evaluations of the American seminary structure, historically, sociologically, psychologically, philosophically and educationally by seventeen authorities in these fields.

³¹ Martin P. Farabaugh, Toward Improving the High School Seminary: A Pilot Study (Washington, D. C.: Center for Applied Research in the Apostolate, 1970), p. 5.

³² Joseph H. Fichter, Religion as an Occupation: A Study in the Sociology of Professions (Notre Dame, Ind.: University of Notre Dame Press, 1961), p. 21, found that "Research surveys show consistently that the greatest encouragement to the seminary comes from the priest," and, America's Forgotten Priests: What They are Saying (New York: Harper and Row, 1968), pp. 79-80, found that over half the priests surveyed in 1968 would not encourage a boy to enter the seminary.

Gerald J. Dewey, "Role Conflict: The Priest in a Post-conciliar Church," in William T. Liu and Nathaniel Pallone, eds., Catholics/U.S.A., op. cit., (1970), p. 109, found only 22% of the so-called "Progressive priests would encourage boys they thought drawn to the priesthood.

1966 there were 20,139 students, in 1970 only 8,622 students.³³

Negative criticism, however, does not necessarily mean that the American high school seminaries are objectively non-representative for the purposes of this Study. Many of the judgments made against the seminaries are also made against the whole American school system as witnessed by Greeley and Rossi, Schuster.³⁴ Also, many of the criticisms are not based on empirical evidence. Farabaugh by way of an example of this states:

Psychologists Tageson (1965), Pable (1967), and Wueste (1968) accuse the critics of "irresponsibility"; these psychologists state that "in appealing to psychological science and authority, they (the critics) give the impression that their criticisms are based on empirical evidence, which is not the case; they maintain that the criticism is "characterized more by opinion than by hard fact"; they claim that the criticism is "unsupported and may be seriously questioned, and even rejected"; they accuse the critics of being unscientific by presenting "a priori arguments, deducted from some particular theory of adolescent psychology"; and by offering "hypotheses only." Tageson concludes "Absolutely no research has been conducted, to my knowledge, in support of their conclusions."³⁵

The fact is that both psychological and sociological research in the American seminaries does not find them as institutions nor their students significantly different from their non-seminary counterparts. Pable in 1967 summarizes the conclusions of three studies, namely of

³³ CARA, U. S. Catholic Institutions for the Training of Candidates for the Priesthood: A Sourcebook for Seminary Renewal (Washington, D. C.: Center for Applied Research in the Apostolate, 1971), p. xiii.

³⁴ Andrew M. Greeley and Peter H. Rossi, The Education of Catholic Americans (Chicago: Aldine Publishing Co., 1966), pp. 9-15, 219-232.

George N. Schuster, Catholic Education in a Changing World (New York: Holt, Rinehart and Winston, 1967), pp. 59-70.

³⁵ Martin P. Farabaugh, Toward Improving the High School Seminary, op. cit., (1970), p. 6.

Keefe, Eilts and Phelps, and his own, in the area of academic performance and psychological maturity of the high school seminarian:

Whatever the differences in the three research studies described, the general conclusion stands out clearly: empirically speaking, seminary high school seniors show no evidence of general deficit in psychological maturity when compared with their counterparts in Catholic all-male and coed schools. Comparisons on a variety of measures fail to show any serious and consistent retardation in this area. This holds true even in those dimensions of maturity wherein minor seminarians are most often said to be inhibited: social adjustment, tolerance, flexibility, critical thinking. Indeed, in some areas, such as self-control, social responsibility, intellectual autonomy, and relationships with elders, they are found to be more advanced than non-seminarians³⁶

Wueste concludes his study made in 1968:

The seminarians proved themselves not only not inadequate, but quite satisfactory in terms of the measures employed. Thus, contrary to the criticism mentioned, it seems established that seminarians are operating satisfactorily.³⁷

Wagoner in his 1966 comparison of Protestant and Catholic seminaries finds there is what he calls "a new breed" of administrators, teachers and students.³⁸ As regards student reaction to the social climate of their high school seminaries Potvin and Suziedelis found in their 1969 survey:

. . . the great majority of the seminarians are generally satisfied with their seminaries. The temptation is strong to characterize these seminarians as conservative. This would be a mistake. In effect their reported satisfaction is not greater, nor less than that reported by the non-seminarians about their institutions. While generally satisfied, they are critical, however, of some specific aspects of seminary life, and like most of their contemporaries in the colleges and universities, they may be quite susceptible to the influence of a vocal and activist

³⁶ Martin W. Pable, "Are Minor Seminarians Immature?" National Catholic Education Bulletin, (February, 1967), p. 21.

³⁷ Andrew E. Wueste, Abilities, Traits and Interests of Minor Seminarians: A Pilot Study (Washington, D. C." Center for Applied Research in the Apostolate (1968), pp. 63-64.

³⁸ Walter D. Wagoner, The Seminary: Protestant and Catholic (New York: Sheed and Ward, 1966), pp. 131-133.

minority if their complaints are not seriously taken by seminary administrators.

. . . Withdrawal is more strongly related to subjective views of the seminary and the priesthood than it is to objective factors such as seminary quality.³⁹

From the foregoing rationale it has been concluded that there is a research base to warrant, until data might indicate otherwise, the use of adolescent students in representative American (minor) high school seminaries to resolve the purpose of this Study, namely, to measure the relationship of peer group involvement and the socialization of culture values. The basis is that there is evidence enough to assume that neither the seminaries nor their students are significantly different from their non-seminary counterparts.

Part Two: Hypotheses

In an attempt to resolve the problem of this Study the following hypotheses are proposed:

1. The adolescent student in the American (minor) high school seminary does not perceive the social climate of his seminary as adverse or contrary to the expectations drawn from his youth culture.
2. There will be a high degree of agreement within (that is, all the peer groups in each school), but not between (that is, all taken collectively) school peer groups in the perception of non-ideal (contrary to expectations) climatic (environmental-institutional) social conditions.
3. The adolescent seminarian's perception of ego-involvement, peer acceptance will be positive, that is, minimal evidence of a condition of anomie or disengagement will be manifested.
4. Because of the seminaries' academic class divisions (freshman, sophomore, etc.), social interaction will be within the

³⁹ Raymond H. Potvin and Antanas Suziedelis, Seminaries of the Sixties: A National Survey (Washington, D. C.: Center for Applied Research in the Apostolate, 1969), pp. 123-124.

limits of the small group (as described by Cooley). This will result in a high degree of group homogeneity in the direction of value orientation to the significant statistical level that peer groups within schools can be distinguished (e.g., juniors from seniors) from significantly homogeneous groups between schools (e.g., all seniors).

5. First year (freshmen) peer groups within and between each school will manifest significant divergence in value orientations from other peer groups due to the time proximity of their socio-economic backgrounds.
6. There will be significant divergencies from both first year (freshmen) and fourth year (senior) peer groups manifested by the second year (sophomore) and third year (junior) peer groups, indicating that socialization of behavioral norms is being conditioned by the maturation process.
7. In representative schools the fourth year (senior) peer groups will manifest the highest degree of homogeneity in value orientation, indicating a level of equilibration in assumption of conceptual norms.
8. Though divergences and deviant patterns will be evident in all groups, the over-all consistent value orientation will be in the direction of that manifested by the senior peer groups in all schools. This could indicate that the senior peer groups can be considered the significant referent peer group in each school.
9. The over-all value orientation within and between peer groups and schools will be in the direction of emergent value adherence, but will not be uniformly so because certain traditional values, e.g., individuality and future-time orientation, are psychologically necessary for adolescent role commitment to the ministry.
10. Though there will be significantly high acceptance of those traditional values required for the role commitment, the adolescent seminarian will not socialize such values as Puritan morality, conformity and dependence, which are idealized by the culture, and the objectives of education.
11. The high level of homogeneity hypothesized within peer groups and between representative schools, and the deviance from articulated (formalized) cultural traditional values will indicate the direction of present adolescent value orientation, and to a discernible degree the existence of an adolescent sub-culture.

Part Three: Methodology

The positive resolution of the foregoing hypotheses depends on verification of the assumption that the value orientations developed by selected peer groups of adolescents interacting within the same social climate can be considered an indicator of a trend significant enough to be predicated of the over-all youth culture. Verification results if, first, it is established that the subjects, social climates and interactions are normal to the sustaining culture when and where that culture is divested of its dysfunctional elements, and second, it is shown that the behavioral norms are shared by a statistically significant number of groups.

As will be detailed later the modus for indicating value direction is that of George Spindler who concluded from his research that there is at present a fundamental shift occurring in the American culture-value orientation.⁴⁰ Briefly, it is held as an orientation that the culture is moving from a traditional value base to one characterized as dynamic and emergent.⁴¹ The transition is, e.g., from work success ethic to sociability from future-time orientation to present-time gratification, from personal independence to group conformity, from strict adherence to Puritan (so-called) morality to moral relativism, from dogmatism to situation ethics. In short, orientation will be indicated by adherence to several possible cultural norms which collectively can be said to manifest a behavior pattern.

⁴⁰ George D. Spindler, "Education in Transforming American Culture," in George D. Spindler, ed., Education and Culture, op cit., (1963), pp. 132-147.

⁴¹ George D. Spindler, ibid., pp. 136-139.

In the perspective of this Study adolescents in American high school seminaries provide the subjects, and the seminaries provide the social climate. Whether, however, the climates can be considered normative (in the development of value orientation) with the subjects instruments are required that indicate:

1. The subjects perceive themselves as performing in a climate that encourages ego-expression.
2. The social climate provides positive reinforcement for socialization processes.
3. The subjects spontaneously form and identify with peer groups.
4. The perceptions of "desirable" and "undesirable" aspects of the social climate manifest they are internalized group evaluations.
5. The value judgments of the peer groups transcend local climatic conditions, but are shared by groups at the same maturation levels.

The first step was the selection of representative seminary high schools. Matching required that they be very similar in enrollment, plant size, as well as, in entrance standards, administration structure, faculty-student proportion, curricular offerings, co- and extra-curricular programs, scholastic policies, off-campus regulations; in short, have social climates that closely resembled each other. In addition, it was sought that they be in representative geographical locations, and differ in commitment expectancies.⁴²

⁴² Clergy in the Roman Catholic Church commit themselves to one of two divisions, namely, diocesan or secular clergy and religious clergy. The diocesan priest is committed to a life time service, usually as a parish minister, in a particular diocese under the direct authority of the bishop of that diocese. The religious priest commits himself to either an order, e.g., Franciscans, Benedictines, or a society (congregation) as the Jesuits, and under authority of the Superiors of his order or society does the special apostolate chosen by that order, e.g., education, foreign missions, etc.

The three seminaries found to meet on a satisfactory level the above conditions are:

School I is located in a Midwest State in a rural area. The closest urban center is 20 miles away. The control and ownership of the school is by a Roman Catholic teaching congregation. Students are accepted on an "open" basis, that is, they have made no commitment to a particular diocese or religious order, congregation. For the most part the students are drawn from farms, towns and small cities in the State. At the time of this Study the enrollment was:

20	Freshmen
22	Sophomores
25	Juniors
32	Seniors
Total 99	

The teaching staff is 15, nine of these are priests of the congregation controlling the school, plus 3 Sisters and 3 lay teachers. Academic degrees held by faculty members are 12 Masters and 3 Bachelors. The School is accredited by North Central Association of Colleges and Secondary Schools.

School II is located in a Western State in a small town, and 15 miles from a large urban center. The campus, however, is quite isolated from direct contact with the community. The control and ownership of the School is by the local Roman Catholic Diocese. Administration and teaching, however, are entrusted to a teaching congregation. Students are accepted on the condition that they commit themselves to service as ministers in that diocese. For the most part students are from the diocese, coming from the large city, many small towns and

ranches in the immediate area.

The enrollment at the time of this Study:

30 Freshmen	
19 Sophomores	
20 Juniors	
20 Seniors	
Total	89

The teaching staff numbers 13, of which 9 are priests.

Academic degrees held by the faculty members are: 6 Masters and 7 Bachelors. The School is accredited by the Western Association of Schools and Colleges.

School III is located on the West Coast. Its setting is urban. The site is a historical setting of note and, hence, has many visitors. The control and ownership of the School is by a religious order, old in tradition and famous for its simplicity of life. Students are accepted on the premise they will commit themselves to the order as members. The students are drawn from a wide area of the West and Southwest. At the time of this Study the enrollment was:

15 Freshmen	
29 Sophomores	
25 Juniors	
30 Seniors	
Total	99

The teaching staff is 14, of which 13 are priests of the order controlling the School. Academic degrees held by the faculty members are: 1 Doctorate, 9 Masters and 4 Bachelors. The School is accredited by the Western Association of Schools and Colleges.

The second step was the application of valid and reliable instruments. At the time no single instrument was available for evaluating behavioral norms of adolescents in the social climate of a restricted

educational institution. What could be done was the adaptation of instruments designed for somewhat different tasks. Adaptation implied, however, that the standardized results of such tests could not be directly used as correlates, leaving them only as referents.

The instrument foreseen for the problems of the Study had to accomplish three objectives, each interrelated with the others but having a distinct formal object of its own. Divided into Parts the problems are:

- Part One: To obtain a socio-economic profile of each subject, and to seek indicators of how the subject perceived himself as an actor within the social climate of the School. Most of the items found suitable for this purpose were drawn from the instrument designed by James S. Coleman for his study, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education.⁴³ Selection of items depended on their purpose. In Coleman's study the problem was to investigate the adolescent culture within a social, civic community. This Study prescind from the immediate community and looks only to the School environment.
- Part Two: To ascertain the subject's reaction to what could be considered significant expressions of the school climate and social interactions within it. What is sought are not the objective conditions prevailing in the schools but rather the subjects', as individuals and as members of groups, subjective responses to the climates. The majority of items used for this

⁴³ James S. Coleman, The Adolescent Society, op. cit., pp. appendix.

purpose were adapted from George G. Stern's High School Characteristics Index.⁴⁴

Part Three: To measure on a suitable scale the value orientations of the subjects. As stated this Study assumed the traditional/emergent orientations developed by George Spindler. The validity of this assumption, as stated by Bidwell, is ". . . the genesis of the Traditional-Emergent (T-E) values is (that they are based) not in the social structure but in the cultural system (itself)."⁴⁵ The actual instrument employed by this Study is the one formulated by Richard Prince on the basis of Spindler's rationale. It is The Differential Values Inventory.⁴⁶

The description of this instrument is from that given by Orville Thompson.⁴⁷ The Differential Values Inventory is a forced-choice questionnaire containing 64 pairs of items. Each item is preceded by the words "I ought to . . ." The respondent is to identify which value statement is the more important to him personally. Each pair of items contains a traditional and an emergent value statement. Sixteen value statements are included in each of the four traditional value scales, namely, Puritan morality, individualism, work success, and future-time orientation; and in

⁴⁴ George G. Stern, High School Characteristics Index: Form 960 (Syracuse, N. Y.: Psychological Research Center, 1964).

⁴⁵ Charles Bidwell, "Undergraduate Careers: Alternatives and Determinants," School Review, Vol. 71, p. 299.

⁴⁶ cf. Appendix A, Study of Minor Seminary Social Climates, Questionnaire, Part Three.

⁴⁷ Orville E. Thompson and Sara G. Carr (1966), Values of High School Students, op. cit., p. 13.

each of the four emergent values, namely, sociability, conformity, moral relativism, and present-time orientation. These subscales are totaled to obtain an emergent and a traditional value score system for each person and group. As standardized the mean for each subscale is 8.00, with 32.00 being the mean traditional, and 32.00 the mean emergent value scores.⁴⁸

The form of value measurement items contain specific evaluative statements about particular situations and are designed to measure how an individual thinks he "ought to" respond give general indicators of normative values, i.e., what should be. Thus, the basic intent of this instrument is to assess the individual's true internal feeling of "ought to" regardless of what he actually does. This sense of obligation, of preferential feeling, is then translated as being what the individual truly cherishes, and as such, is an indicator of his true values. Where and when individual values are to a significant degree shared by groups that transcendent geographic localities, the indicators can then be used to show over-all youth orientation as such.

The content validity and test reliability of this instrument are those obtained in 1957 by Prince, its principal author.⁴⁹ In constructing the Differential Values Inventory he relied for the original battery of items upon work by Allport and Vernon, Woodruff, Battle, Dunkel, Reisman, and Edwards. A panel of University of Chicago faculty, school administrators, and teachers reviewed the original items for content validity. Individual items were analyzed by pilot studies with groups of students having

⁴⁸ Orville E. Thompson, ibid.

⁴⁹ Richard H. Prince, A Study of the Relationships Between Individual Values and Administrative Effectiveness in the School Situation (Chicago: Ph.D. Thesis, University of Chicago, 1957), cf. Orville Thompson, op. cit., p. 14.

known value characteristics. Numerous revisions preceded the current form of the test as used by this Study. Further evidence of content validity resulted from a factor analysis of responses of 1,790 California high school students. The initial correlation matrix showed relatively low positive correlations among the emergent and traditional subscales. The traditional subscales correlated negatively with the emergent scales, as was expected, and these correlations were relatively high, -0.346 to -0.636. Correlations between opposite subscales (e.g., future-time vs. present-time orientations) ranged from -0.492 to -0.636; all highly significant. Seven unique factors (scales) were identified. The eighth was less pronounced than the others. "It can be assumed, then, that the instrument measures reliably eight different attributes of personality as identified by Prince." Thompson and Carr concluded.⁵⁰

A three-part instrument, including the Differential Values Inventory was developed as described (cf. Appendix A). It was administered personally by the investigator of this Study to the entire student bodies of the three selected Schools the first week of May, 1968. The last month of the school year was chosen to give validity to the concept of school climate. An identification by number was made of the subjects for the purpose of formulating a sociogram to indicate peer group identification and range of interaction. Having the entire enrollments in all three Schools respond to the instrument seemed to give the Study a statistical advantage, since it eliminated the weaknesses inherent in sampling procedures. This, however, introduced a possible weight factor that sampling might have obviated, which was that by the month of May a number of students could have

⁵⁰ Orville E. Thompson, supra, p. 14.

decided to withdraw or terminate their vocational commitment, and that decision could conceivably influence their responses.

Statistical Methodology

Wherever applicable the null hypothesis was used in the analysis of the responses to the items of the Study's instrument.⁵¹ This statistical tool was employed because it gives a confidence level at which it can be determined whether the individuals form groups in their response patterns to an item or series of items in the Questionnaire. In application, whenever the null hypothesis was upheld, that is, the data revealed no significant difference, to the alpha or 0.05 per cent probability level, between the answers of a designated group then it could be concluded that for the item at least the group formed a single or homogeneous population. If the freshmen in each School, for instance, significantly agreed in their response to an item, then they could be considered as forming a single population, and if, all the freshmen in all three Schools significantly agreed, then the freshmen as such could be said to form a single group or population.

The actual test for ascertaining significance according to the null hypothesis in Parts One and Two of the instrument is the Chi Square. This test would be satisfactory for the purpose of this Study, unless one of the Schools would exceed expected frequencies by "over-reacting."

⁵¹ Henry E. Garrett, Statistics in Psychology and Education (New York: David McKay Co., 1966), p. 213, "In its simplest form this hypothesis asserts that there is no true difference between two population means, and that the difference found between sample means is, therefore, accidental and unimportant. The null hypothesis is akin to the legal principle that a man is innocent until he is proved guilty."

Part Three of the instrument, which is the core of the Study, since it is a forced paired choice test seeking group acceptance or rejection of variables requires an analysis of variables. The computation for indicating group homogeneity for this requires three steps, after the mean and standard deviations for each group would have been obtained. First, it would have to be established that homogeneity in a group could be assumed, that is, formed a single population. This can be accomplished by Bartlett's Test of Homogeneity. This Test gives a Chi Square, and at the 0.05 level of confidence homogeneity could be accepted. Group responses to the variable within Schools could be held. To affirm that homogeneity in response to the same variable existed between Schools a second step would be necessary. This can be accomplished by computation of F Scores, which would indicate possible homogeneity between the means of the different Schools and the groups of each. Thus, after Bartlett's Test indicated that the freshmen within the Schools made up homogeneous groups (in regard to each variable) the F Test would show whether or not the freshmen of the other schools constituted a single population, i.e., all agreed to a significant level. A further refinement to establishing homogeneity by peer groups is provided by the t Test. By use of this test it can be determined, and to what degree, peer groups will relate or not relate with other groups on a variable. It is by this test that influence of referent groups and maturation levels can be indicated. Hence, if on a certain variable, or on a subscale value there is no significant homogeneity within the School, while there is within each peer group in that School, it can be shown that possibly there are significant relations in progressive maturation groups, i.e., freshmen with sophomores, sophomores with juniors, juniors with

seniors, and in turn, each group with all the others, e.g., the seniors with each other peer group. Degree and direction of value change might be manifested.

Conclusion

Based on the rationale, and using the research instrument, formulated according to the described circumstances, it is concluded that meaningful and even significant data can be realized for determining the influence of peer group identification with the socialization of an adolescent's values. It will be the purpose of the following Chapters to present and analyze the responses to the instrument, and to measure how they modify, resolve or negate the stated hypotheses.

CHAPTER 3

THE HIGH SCHOOL SEMINARIAN IN PROFILE

The student response (cf. Appendix A, page 177) in the three selected Roman Catholic high school seminaries to the instrument (hereafter called the Attitude Questionnaire, formulated for the purposes of this Study, was complete in terms of total enrollments, as reported in the following table:

Table 1:1

Response by School and Academic Division
to Attitude Questionnaire

Academic Division	School I N	School II NN	School III NN	Total N
Freshmen	20	30	15	65
Sophomores	22	19	29	70
Juniors	25	20	25	70
Seniors	32	20	30	82
Totals	99	89	99	287

Before the data provided by the 287 responses could be analyzed, however, in reference to investigating the relation of adolescent peer group association to value development, it had to be established that the social climates of the selected seminaries, first, actually produced peer groups, and, second, the typical student identified with one. A possible resolution of this research obstacle was provided in the

traditional structure of the high school seminary and the observations of social psychologists. George Homans stated:

. . . the higher the frequency of interaction in the "external system" of a social group, the higher the frequency of interaction of its "internal system." In other words, the higher the frequency imposed on a group by virtue of a common set of activities, the greater the likelihood that group members will form primary social relationships. It follows that the number of activities a classroom has in common will foster the formation of within-classroom interaction.¹

The minor seminary has long attained what Sorensen in 1970 calls organizational differentiation² by relating to its students according to their scholastic or academic status, as freshmen, sophomores, juniors and seniors. The seminary structure expands the classroom association into many aspects and areas of the student's daily life. The adolescent seminarian is expected to participate with his classmates in co-curricular, intramural and even housekeeping activities. It could be postulated that such daily interaction could encourage what the formation of what Charles Cooley terms primary groups:

By primary groups I mean those characterized by intimate face-to-face association and cooperation. They are primary in several senses, but chiefly in that they are fundamental in forming the social nature and ideals of the individual. The result of the intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group.³

¹ George C. Homans, The Human Group (New York: Harcourt, Brace, 1950).

² Aage Bottager Sorensen, "Organizational Differentiation of Students and Educational Opportunity," Sociology of Education, Vol. 43, no. 4, (1970), p. 355.

³ Charles Horton Cooley, Social Organization: A Study of the Larger Mind (New York: Charles Scribner and Sons, reprinted, 1929), p. 30.

The verification of the foregoing postulate was deemed of great importance for the purposes of this Study. If, in fact, the academic class-groups in the selected seminaries did form primary groups then matching of groups between Schools was facilitated, and relating groups to maturation level was possible, since normally in most academic classes there was direct relationship between age and scholastic class. Hence, the analysis of the response data to the Attitude Questionnaire was made contingent upon answers to the following questions: one, does the social climate of the Schools considered promote the academic class as a primary group? and two, does the typical student find his closest significant social associations within his academic group? Accordingly, the following question (item #20, Appendix A, page 179) was put to the subjects:

What fellow or fellows here in the seminary do you go around with most often?

As is evident, the item is open-ended. There is neither suggestion that membership in a clique is sought, nor that friend(s) be of the academic class.

The responses were coded by number, and are contained in Appendix B, p. 189 of the Study. Since each student had a specific number and the academic class a range of number-members identification of associates, cliques and peer groups was made possible. Also, the presence of isolates, or "loners," and with them the factor of anomie, could emerge.

Jacob Moreno found that a very effective way graphically to report data concerned with multiple, interlocking patterns of association and group identification was the sociogram.⁴ This was accordingly done with

⁴ Jacob L. Moreno, Who Shall Survive? Foundation of Sociometry, Group Psychotherapy and Sociodrama (Beacon, New York: Beacon House, rev. ed., 1953).

the codified responses to the foregoing item (cf. Appendix B, page 189). Figures 1:1, 1:2 and 1:3, which follow, sociographically illustrate the friendship patterns, and, hence, grouping, in the three Schools.

For the purpose of this Study the data presented in the following sociograms indicate that in all three Schools the range of social interaction makes the academic class identifiable with a peer group, and that the typical subject is drawn or feels drawn (since many relationships are not reciprocated) to member(s) of his academic class. This would substantiate Homan's observation.⁵ Therefore, this Study considers academic class and peer group as interchangeable terms.

Figures 1:1, 1:2 and 1:3 also show that in all three Schools isolates are the exception (only 6 instances), and need not be considered significant in the social life of the Schools. Moreover, though there are some "across group" associations revealed in each School there is no evidence of an elite clique in any of the Schools, or of an exclusive clique within any of the academic classes. From the many interlocking mutual associations within the larger peer groups it would seem that actions and attitudes could be quite readily communicated or shared within each group, and only slowly outside it. The data, as illustrated in the Figures, would suggest, too, that because the groups are identifiably visible the attitudes coalescing the group could serve as models or referents to the others.

The association structure, very similar in all three Schools, differs from what Coleman observed in 1961 in his community high schools.

⁵ George C. Homans, The Human Group, ibid.

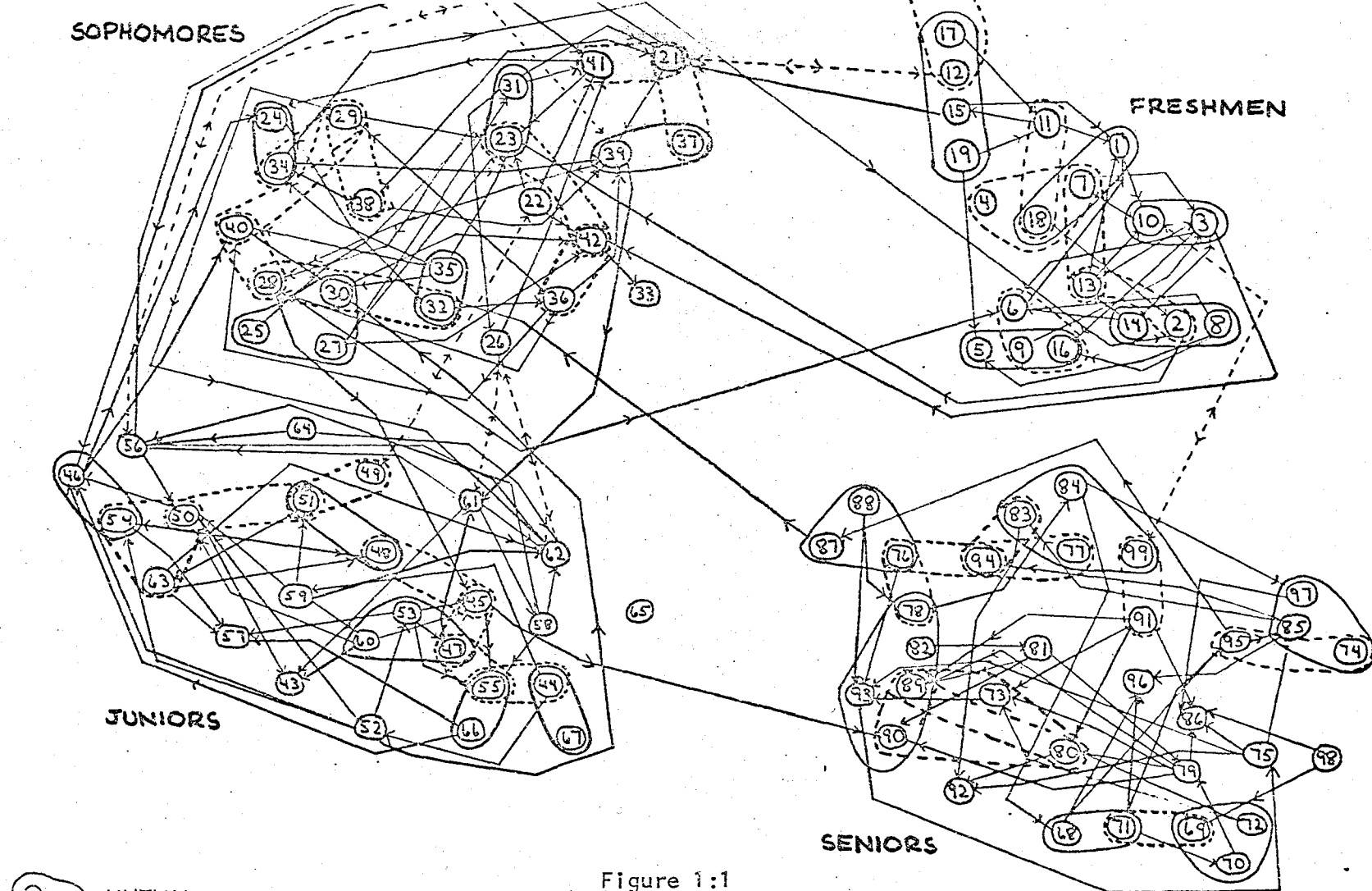
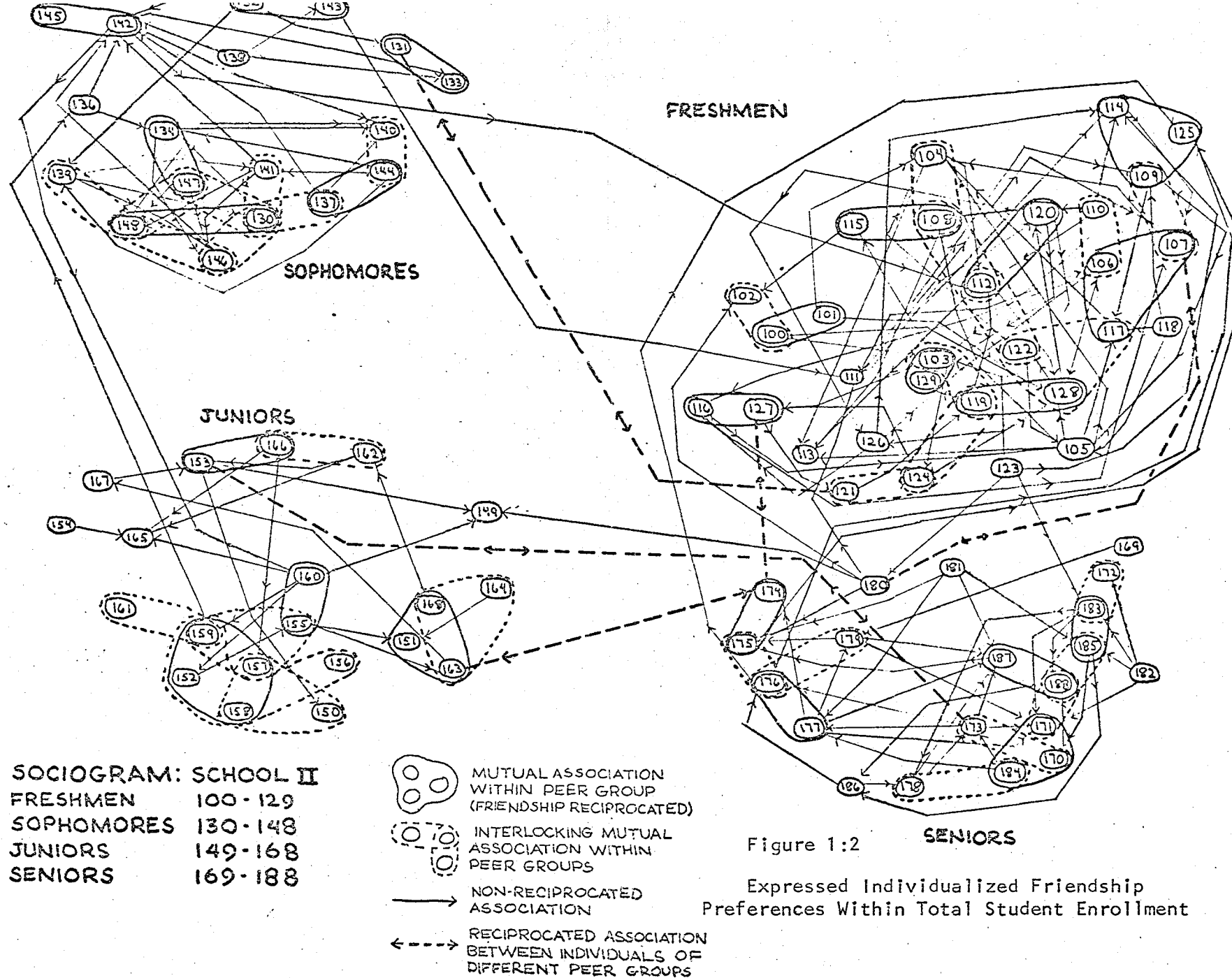


Figure 1:1

Expressed Individualized Friendship Preferences by Members of High School Seminary Within Seminary Total Student Enrollment

SOCIOGRAM: SCHOOL I
 FRESHMEN 1-20
 SOPHOMORES 21-42
 JUNIORS 43-67
 SENIORS 68-99

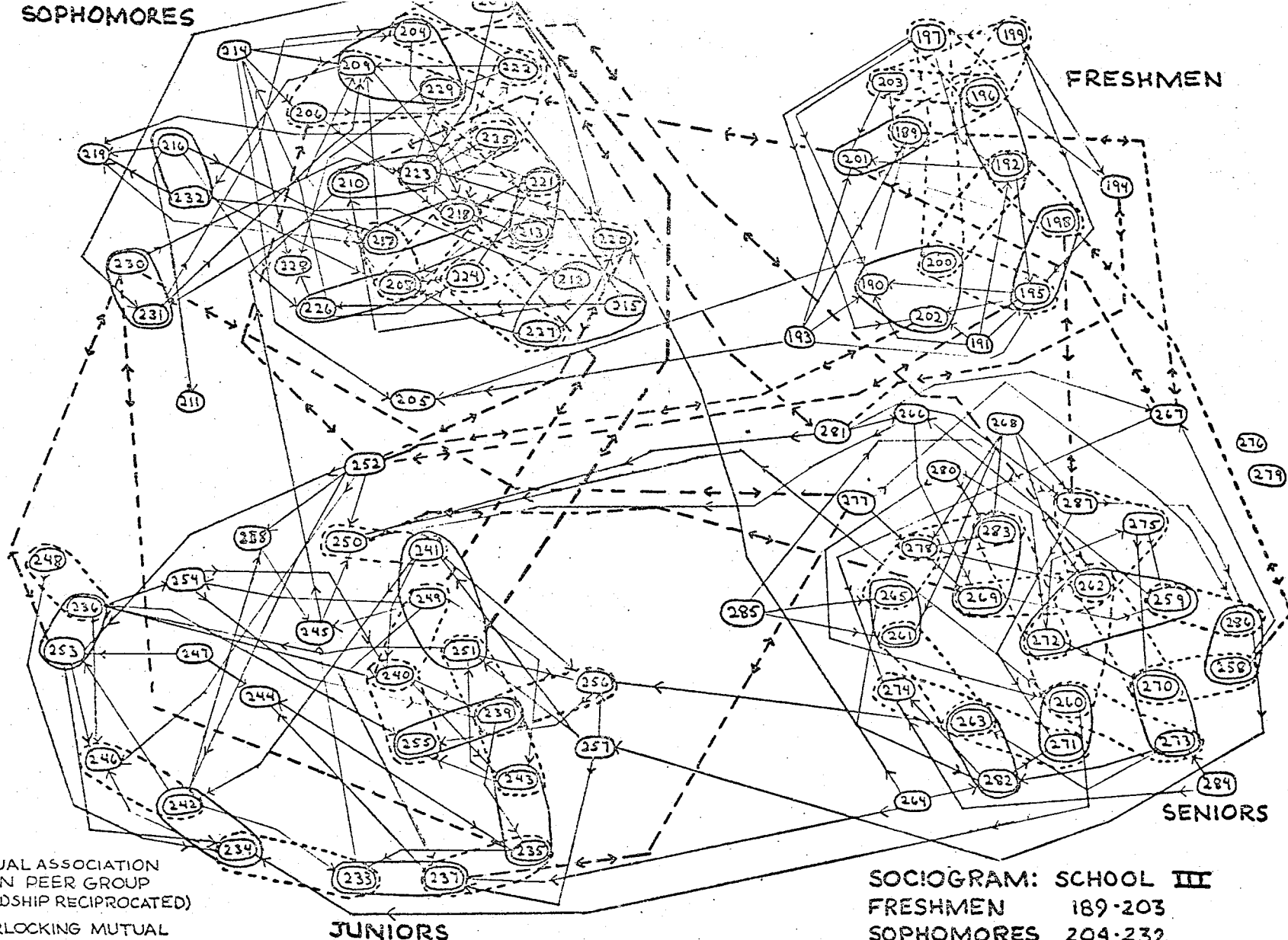
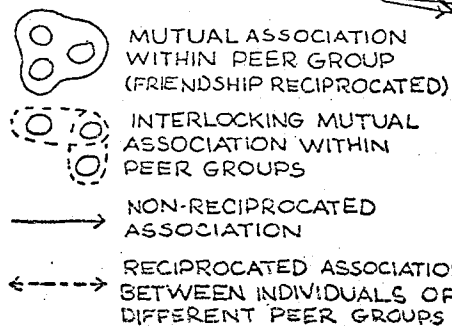


SOPHOMORES

FRESHMEN

SENIORS

JUNIORS



SOCIOGRAM: SCHOOL III
 FRESHMEN 189-203
 SOPHOMORES 204-232
 JUNIORS 233-257
 SENIORS 258-287

Figure 1:3

Expressed Individualized Friendship Preferences Within Total Student Enrollment

His findings showed that the social action was controlled in great measure by a dominant clique that crossed academic lines, and drew its members largely from the college-bound, middle class families, with the exception of a few athletic heroes.⁶ His schools, moreover, had many isolates, and what he calls "out-cliques," composed for the most part of adolescents from lower class backgrounds and exerting little social leadership in the schools.⁷

SOCIO-ECONOMIC BACKGROUND

Since there is evidence that the typical student in all three Schools associates with his academic class as with a peer group, the Study can proceed to evaluate individuals in the context of their identifiable group. In order to relate the individuals and their groups to value change, however, cultural baselines are needed. They are necessary because changes or shifts in the socialization process cannot be evaluated in terms of the purpose of this Study unless there be common or shared cultural expectations. To the point, it is felt that the more homogeneous the socio-economic make-up of the populations and peer groups is present, the greater the degree measureable value changes can be predicated to group influence, and the responses can be related to maturation levels.

To achieve the foregoing it is necessary to show that the subjects shared what Goffman calls "the presenting cultures."⁸ Evidence is

⁶ James S. Coleman, The Adolescent Society: The Social Life of the Teenager and its Impact on Education (New York: The Free Press), pp. 216-219.

⁷ James S. Coleman, ibid, p. 200, 206ff.

⁸ Erving Goffman, Asylums: Essays on the Social Situation of

required that would suffice to assume that the adolescents in the three Schools possessed to a significant degree similar (or nearly so) cultural expectations when they were admitted to the seminaries in question. Other factors, of course, as shared moral, intellectual and even physical attributes could be significant here, too, in value development, but since the three Schools ascribe to the same admittance criteria as established by the Roman Catholic Code of Canon Law and the Sacred Congregation of Seminaries,⁹ homogeneity in these areas is accepted. This Study, accordingly, sought homogeneity or lack of it in the familial backgrounds of the subjects, since research findings, e.g., Kahl in 1957,¹⁰ have posited a very close relationship between family members' value orientation and their social class. Therefore, the Attitude Questionnaire contained items seeking information on the subject's family, its stability, education of parents, the occupation of the father. The coded responses of the subjects to the items are reported by peer groups and Schools in Appendix C:1 to C:5, pp. 192 ff. The following Tables contain results drawn from those data to illustrate possibly significant homogeneity within and between the groups and Schools. The test of significance is the Chi square.

Mental Patients and Other Inmates (Garden City, New York: Anchor Books), p. 12.

⁹ General legislation for Roman Catholic seminaries is contained in the Codex Juris Canonici, and supervision has been delegated to the Sacred Congregation of Seminaries and Universities. Guidelines are contained in the Apostolic Constitution: Sedes Sapientiae (Washington, D.C.: The Catholic University of America Press, 1957).

¹⁰ Joseph A. Kahl, The American Class Structure (New York: Holt Rinehart and Winston), p. 187.

Table 1:2

Family Constellation of Students Attending
the Three High Schools

Item #7	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
<u>You live with</u>	N	%	N	%	N	%	N	%
Mother and father	86	86.87	76	85.38	93	93.94	246	88.62
Mother and stepfather	4	4.04	5	5.62	1	1.01	10	3.45
Father and stepmother	0	0.00	2	2.26	1	1.01	3	1.10
Mother only	6	6.06	5	5.62	4	4.04	15	5.38
Father only	1	1.01	0	0.00	0	0.00	1	0.35
Other (relative, foster parents)	2	2.02	1	1.12	0	0.00	3	1.10
Total	99	100.00	89	100.00	99	100.00	287	100.00
χ^2 (10 df) =	16.18		16.42		13.14		9.97	

(not significant at 0.05)

There is no significant difference between the Schools considered collectively. The family structure is, therefore, significantly similar among all groups. The "average" (88 per cent of total) student comes from a home composed of his natural parents. Moreover, the subjects living in either one parent or surrogate homes are less than 7 per cent of the population of any of the Schools. The stability of the home culture influence is further reinforced by the very few parental deaths, as illustrated in the following Table:

Table 1:3

Percentage of Parents of Students in the Three
High Schools Who Are Living

Item #5	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
	N	%	N	%	N	%	N	%
Both living	89	89.90	86	96.62	96	96.97	271	94.44
Mother only	6	6.06	2	2.26	3	3.03	11	3.83
Father only	1	1.01	1	1.12	0	0.00	2	0.69
Neither	3	3.03	0	0.00	0	0.00	3	1.04
Total	99	100.00	89	100.00	99	100.00	287	100.00

$$\chi^2 \quad (6df) = 8.21$$

(not significant at 0.05)

As shown above the factor of both parents living is almost constant in spread in all three Schools. Furthermore, not only are both parents living for the majority of the subjects but the typical student is of an intact family as indicated in Table 1:4. The foregoing Table reports the incidence of divorce or separation by group to show if these factors would shift as the subjects grew older, that is, progressed from freshman to senior status. The data show that they do not. It can be concluded then that not only is familial stability quite significantly similar for all the subjects and groups, but that possibly significant variables as a broken home need not be considered here as factors in behavioral norm development.

Table 1:4
Number of Parents of Students Either
Divorced or Separated

Item #6	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
Academic Group	N	%	N	%	N	%	N	%
Freshmen	0	0.00	5	5.60	0	0.00	5	0.00
Sophomores	1	1.01	2	2.22	0	0.00	3	1.08
Juniors	1	1.01	1	1.11	2	2.02	4	1.43
Seniors	1	1.01	1	1.11	1	1.01	3	1.08
Total	3	3.03	9	10.04	3	3.03	15	5.39

In seeking what degree cultural commonality could be predicated of all groups the next step was to ascertain the status of the subjects in their family, and the social position of that family, as could be indicated by the education of the parents and occupation of the father (stepfather), even if deceased. The complete responses to the apropos items of the instrument are reported in Appendix C.

Table 1:5 illustrates the status of the subjects in their families, existence and position of siblings, and over-all family size (i.e., five or less). As the data indicate the subjects make up homogeneous groups in the Schools in respect to sibling position at home, that is, each group, School has comparable proportions of only, youngest, oldest and middle children. Since about half of the students report themselves as middle children it can be concluded that the family size of students in the representative seminaries slightly exceeds the

average (3.5 persons) United States family.¹¹

Table 1:5

Status and Sibling Birth Order of Students
in Three Seminary High Schools

Item #8	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
Status	N	%	N	%	N	%	N	%
An only child	2	2.02	4	5.65	2	2.02	8	2.87
The oldest	23	23.23	32	35.52	30	30.30	85	30.21
The youngest	21	21.21	13	14.43	11	11.11	45	16.49
A middle child	53	53.54	40	44.40	56	56.57	149	50.43
Total	99	100.00	89	100.00	99	100.00	287	100.00

$$\chi^2 (6df) = 10.48$$

(not significant at 0.05)

The formal education achievement of the parents is reported in the following two Tables (cf. Appendix C for complete data). The items (cf. Appendix A, Item #9 and #11) were formulated to elicit responses regarding the education of the parents in the actual social milieu of the subject, hence, e.g., if the mother was widowed her deceased husband's education level would be reported, but if she were remarried that of her present spouse. It is to be noted that the responses are based on the perceived estimate of the subjects, which may or may not deviate from the

¹¹ U. S. Department of Health, Education and Welfare, Converging Social Trends, Emerging Social Problems (Washington, D.C.: U. S. Government Printing Office, 1964), p. 12.

actual attainments of the parents. If a parallel, however, can be drawn with estimates of occupational status made at different times for various researchers the judgments are usually in terms of enhancing the achievement according to Kahl.¹²

As the following Tables reflect there are significant differences between the Schools in respect to the education of both parents. Lack of significance is principally due to the uneven number or distribution of college graduates. Percentage-wise, however, the college graduates

Table 1:6

Highest Level of Formal Education of Father
(Stepfather) as Perceived by Students
in the Three High Schools

Level	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
	N	%	N	%	N	%	N	%
"don't know"	4	4.04	9	10.10	8	8.08	21	7.33
some grade school	2	2.03	3	3.37	1	1.01	6	2.15
finished grade school	17	17.17	7	7.86	3	3.03	27	8.39
some high school	15	15.15	11	12.25	5	5.05	31	11.12
graduated high school	40	40.40	27	30.34	31	31.31	98	34.38
some college	11	11.11	12	13.49	21	21.21	44	15.49
graduated college	5	5.05	13	14.70	19	19.19	37	13.28
postcollege	5	5.05	7	7.89	11	11.12	23	8.25
Total	99	100.00	89	100.00	99	100.00	287	100.00
<hr/>								
χ^2 (14df) =	19.24		27.08*		16.99		34.10**	
			(significant at 0.05)				(significant at 0.01)	

¹² Joseph A. Kahl, *op. cit.*, p. 74.

among the subjects' parents are a majority in none of the Schools. The high school graduate for both mother and father is the mode.

Table 1:7

Highest Level of Formal Education of Mother
(Stepmother as Perceived by Students
in the Three High Schools

Level	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
	N	%	N	%	N	%	N	%
"don't know"	1	1.01	4	4.45	7	7.08	12	4.32
some grade school	1	1.01	2	2.00	2	2.02	5	1.60
finished grade school	11	11.12	5	5.57	2	2.02	18	6.48
some high school	10	10.10	3	3.37	4	4.04	17	6.12
graduated high school	47	47.47	30	33.91	34	34.34	111	39.60
"secretarial" etc. school	10	10.10	11	12.41	18	18.18	39	13.28
some college	9	9.09	13	14.70	14	14.14	36	12.96
graduated college	6	6.06	20	22.47	17	17.17	43	15.48
postcollege	4	4.04	1	1.12	1	1.01	6	2.16
Total	99	100.00	89	100.00	99	100.00	287	100.00
χ^2 (14df) = 20.90 30.08 27.65 35.40 (not significant) (significant at 0.01)								

The determination of social status of the subject's family was made on the same basis as that seeking the formal educational level of the mother and father, that is, the students were asked to specify, (item #10,* their father's job, but if their father were deceased or divorced, and their mother had not remarried in either case, the subject was to describe the job his father, as if still present, held. The results were categorized according to the levels of "social-economic

status" developed by Alba Edwards in 1943,¹³ and now quite standard.¹⁴ The system is not too accurate in respect to occupations geographically spread, e.g., a Midwest farmer and a far West rancher, a rural and urban craftsman. Since, however, the Study is more concerned with what the subjects perceive in respect to occupational status rather than actual, economic determination, no attempt was made to weight these factors. A category, "military" was added because 4 percent of the subjects reported their fathers were career military personnel without further elaboration. Table 1:8 presents the results according to the Schools. Though there is a significant difference between the Schools as the data indicate the grouping of occupations puts the majority between the semi-professional and semi-skilled (including farmers and ranchers). From this it may be inferred that membership in a peer group does not involve socio-economic background as a causal factor, only as a circumstantial one.

The circumstantial factor of socio-economic background, however, is most important in determining the cultural baseline of the subjects. The social range indicated by the parental education level and occupation area places the social class of the majority of the students between the lower-middle and upper-lower classes with just a representative few from the lower-upper and lower classes.¹⁵ According to a generalization made by Warner in 1941, these two classes tend to have morals that are close

¹³ Alba M. Edwards, U. S. Census of Population, 1940: Comparative Occupation Statistics, 1870-1970. Washington, D.C.: U. S. Government Printing Office, 1943.

¹⁴ Joseph A. Kahl, op. cit., p. 64.

¹⁵ Kahl, ibid., pp. 80-81.

Table 1:8

Categorized Percentage Distribution of Occupations of Fathers
(Stepfathers) as Perceived by Students Attending
Three Seminary High Schools

Occupation	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
	N	%	N	%	N	%	N	%
professional	9	9.10	12	13.33	10	10.10	31	10.70
semi-professional								
technical	6	6.06	11	12.22	15	15.15	32	11.44
managerial and								
proprietary	15	15.15	16	17.77	25	25.25	56	19.40
clerical and								
sales	11	11.11	4	4.45	6	6.06	21	7.40
craftsman, semi-								
skilled	22	22.22	31	34.42	26	26.26	79	27.45
service,								
unskilled	21	21.21	6	6.67	12	12.12	39	13.46
military	2	2.02	7	7.78	3	3.03	12	4.28
farmers, ranchers	13	13.13	2	2.26	2	2.03	17	5.87
Total	99	100.00	89	100.00	99	100.00	287	100.00

$$\chi^2 (8df) = 36.88 \text{ (significant at .01)}$$

to "puritan fundamentalism," and are the "churchgoers," and "flag wavers."¹⁶ Kahl describes this group:

. . . they tend to emphasize the respectability of their jobs and their styles of life, for it is respectability that makes them superior to shiftless workers.

Respectability can be expressed in various ways. Education is highly valued; people are proud of their high school diploma and any training achieved beyond it; they can urge their children to

¹⁶ W. Lloyd Warner and Paul S. Lunt, The Social Life of a Modern Community (New Haven: Yale University Press, 1941), p. 88.

try to get to college, even though it means financial sacrifice that makes college a much more difficult goal for them than for the upper-middle class. In terms of value orientations a useful clue to identify a lower-middle class person is the strength of his desire to have his children go to college. [italics not the author's]

Religion is another mark of respectability. The lower-middle class are probably the most regular churchgoers in our society. . . . Religious attitudes toward family morality are typical; divorce is frowned upon . . . Moral and well-behaved children are a central goal for over-middle-class families; it is more important for them to be "good" than free to "express themselves."¹⁷

Subsequent item responses to the Attitude Questionnaire will affirm or condition that the foregoing constitutes a general but significant description of the particular (for the purpose of the Study) cultural imperatives brought to the School by the subject. It might be noted here that the "going to college" index of Kahl (supra) receives reinforcement from the responses to the item: (#28, Appendix A, page 180).

Table 1:9

Response to Item: "If You Discontinue Your
Studies for the Priesthood Would You
Plan to Go to College?"

Response	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
	N	%	N	%	N	%	N	%
yes	95	95.96	86	96.5	91	91.91	272	95.42
no	2	2.02	2	2.39	8	8.09	12	3.54
no response	2	2.02	1	1.11	0	0.00	3	1.04
Total	99	100.00	89	100.00	99	100.00	287	100.00

χ^2 (2df) = 5.63 (not significant at 0.05)

¹⁷ Joseph A. Kahl, op. cit., p. 203.

SELF PERCEPTION

Adolescent response to both primary and secondary socialization processes, or, in the context of this Study, adolescent response to presentation of idealized values and peer group accommodation of them, presupposes ego identification. It is the person who equilibrates a social norm. The person must be able to evaluate or articulate his own social responses, i.e., to "see himself." To ascertain self image of the subject several items were contained in the instrument. The basic item was: (#30, Appendix A, page 181).

"Check the category which comes closest to your feelings about yourself:

Category

- A I don't like myself the way I am: I'd like to change completely.
- B There are many things I'd like to change, but not completely.
- C I'd like to stay very much the same: there is very little I would change."

The following responses are reported by groups in order to reflect the self image held at the different maturation levels. The data show that there is a high degree of consistency among all the groups in all the Schools. Only a negligible few do not accept themselves. The data do, however, indicate that in all the groups and at all the Schools approximately one third of the subjects express complete satisfaction with themselves as persons, and two thirds express some amenability to change or adjustment. This could indicate a sensitivity to referent groups and to sanctions, thereby allowing norm deviations to be tested in social interaction.

Table 1:10

Percentage Distribution of Responses
to Item No. 30

Groups	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
Freshman Response	N	%	N	%	N	%	N	%
<u>Category</u>								
A	1	5.0	1	3.4	0	0.0	2	3.07
B	12	60.0	19	63.3	10	66.0	41	63.10
C	6	30.0	10	30.3	5	33.0	21	32.29
no response	1	5.0						
Total	20	100.0	30	100.0	15	99.0	65	100.00

χ^2 (4df) = 0.81 (not significant at 0.05)

Sophomore Response

<u>Category</u>								
A	0	0.0	1	5.3	0	0.0	1	1.43
B	15	68.2	16	84.2	16	55.2	47	65.71
C	7	31.8	2	10.5	13	44.8	22	32.86
Total	22	100.0	19	100.0	29	100.0	70	100.00

χ^2 (4df) = 8.42 (not significant at 0.05)

Junior Response

<u>Category</u>								
A	1	4.0	0	0.0	0	0.0	1	1.45
B	16	64.0	11	55.0	19	76.0	46	65.70
C	7	28.0	9	45.0	6	24.0	22	31.40
no response	1	4.0					1	1.45
Total	25	100.0	20	100.0	25	100.0	70	100.00

χ^2 (4df) = 4.23 (not significant at 0.05)

Senior Response

<u>Category</u>								
A	2	6.3	0	0.0	0	0.0	2	2.60
B	17	53.1	13	65.0	21	70.0	51	62.80
C	13	40.6	7	35.0	9	30.0	29	34.60
Total	32	100.0	20	100.0	30	100.0	82	100.00

χ^2 (4df) = 3.92 (not significant at 0.05)

The following item seeks to determine if the pressure to conform is consciously held. The item: (#34b, Appendix A, page 181).

"When you have to decide between yourself and the group:

Category

- A I always go along with the group:
- B I usually go along with the group:
- C I usually decide for myself:
- D I always decide for myself."

The item will receive an attitudinal response only, since no specific situation is posited in which the above categories would or could not carry equal weight. Nevertheless, since the item prescinds from an actual instance it could be significant in expressing a pre-disposition to group conformity. The high degree of group homogeneity in response range indicates the individual subject acknowledges within himself the existence of group pressure to conform, but also, a seeming determination to be "one's own man." The data of the freshmen in particular, as illustrated by the low percentage of their response to "B" ("I usually go along with the group"), as compared to change at this level among the sophomores and juniors, support Talcott Parsons, who stated:

. . . it may be said that the most important single predispositional factor with which the child enters the school is his level of independence. By this is meant his level of self-sufficiency to relative guidance by adults, his capacity to take responsibility and to make his own decisions in coping with new and varying situations.¹⁸

¹⁸ Talcott Parsons (1968), "The School Class as a Social System: Some of its Functions in American Society," Robert R. Bell and Holger R. Stub, eds., The Sociology of Education: A Sourcebook (The Corcey Press, Homewood, Ill.), p. 202.

The assertiveness of youth is illustrated in the collective responses. Sorensen in 1970, following Coleman's lead, found that an adolescent's belief that he could control his own environment had a stronger "positive correlation with achievement than any other non-cognitive characteristic . . ."¹⁹ It can be concluded from the responses that, subjectively at least, the subjects consider themselves free agents in decision making.

To ascertain if there was a felt need for group identification the instrument contained the following item (#34a, Appendix A, page 181) which sought a category for the subject's concept of non-social activity. The subject was to complete the statement "A person who is alone is . . . with one of the following, viz., "bored or unhappy," lonely," "afraid," "better off," "relaxed, thinking, reading," "happy," and, "worrying." The responses are reported in the following Table.

As is evident in the data no one category dominates except that being alone is not put above group social action. The number who chose being alone as either a "happy" condition or one that is "better off" was negligible. It clearly is not considered an optimum condition. This is emphasized if the responses to what can be considered negative categories are combined, that is, adding together the responses to "bored," "lonely," "afraid," and "worrying." The result is:

69 percent of all freshmen,
62 percent of all sophomores,
75 percent of all juniors
65 percent of all seniors

described being "alone" in pejorative terms. Though, however, the grouping of agreement to the positive terms is consistent among the

¹⁹ Aage Sorensen (1970), "Organizational Differentiation of Students," op. cit., p. 368.

Table 1:12

Response to Item: "A Person Who
is Alone is . . ."

	All Freshmen (N=65)		All Sophomores (N=70)		All Juniors (N=70)		All Seniors (N=82)	
Response Category	N	%	N	%	N	%	N	%
bored or unhappy	11	16.12	15	21.43	10	14.29	21	25.61
lonely	20	30.84	21	30.00	27	38.57	18	22.00
afraid	9	13.84	8	11.42	13	18.57	15	18.30
better off	1	1.55	1	1.42	0	0.00	0	0.00
relaxed, thinking reading	15	23.10	21	30.00	15	21.43	22	26.82
happy	2	3.07	1	1.42	1	1.43	3	3.62
worrying	5	7.69	0	0.00	0	0.00	1	1.22
no response	2	3.07	3	4.39	4	5.71	2	2.43
Total	65	100.00	70	100.00	70	100.00	82	100.00

χ^2 (10df) = 8.09 5.93 20.65* 18.86*

(non-significant)

(* significant at .05)

freshmen and sophomores there is significant disagreement among the juniors and seniors (at least at the .05 level).

Since social interaction can be had in a variety of ways, ranging from informal, spontaneous joint activity to formal, structured programs, the subjects were asked to respond to an item seeking their favorite way(s) of spending leisure time. The item (#15, Appendix A, page 179) open ended in order to force the subject to articulate what he enjoyed

doing most. Also, the item in no way suggested that more than one mode be submitted. The results, reported in the following Table, were categorized generically as far as possible. Discreteness was not always possible since activities were bound to overlap. The leisure areas are:

1. playing and/or actively participating in athletics;
2. following a hobby that involved collecting, or using an acquired skill;
3. reading;
4. listening to records, the radio, watching television, movies, spectator sports;
5. doing outdoor and field activities as camping hiking, hunting;
6. informal, unstructured social activities; "just being with the group";
7. "other," e.g., traveling.

Table 1:13

Favorite Leisure-Time Activities as
Reported by Students

Activity	All Freshmen (N=65)		All Sophomores (N=70)		All Juniors (N=70)		All Seniors (N=82)	
	N	%	N	%	N	%	N	%
1. various sports	40	61.50	31	43.00	27	38.60	25	30.50
2. various hobbies	3	4.60	8	11.00	4	5.70	7	8.50
3. reading	4	6.20	7	14.00	8	11.50	9	10.90
4. listening, TV, movies	4	6.20	6	8.00	11	15.70	9	10.90
5. outdoor activities	6	9.20	5	7.00	1	1.40	2	2.40
6. informal social	4	6.20	10	14.00	18	28.70	28	34.40
7. other	1	1.50	1	1.00	1	1.40	0	0.00
no response	3	4.60	2	2.00	0	0.00	2	2.40
Total	65	100.00	70	100.00	70	100.00	82	100.00

 χ^2 (12df) = 19.78

17.67
(not significant)

13.70

39.41**

**significant at
.01

The data from the foregoing Table are interesting for the perspective of this Study. Even though the freshmen, sophomores and juniors make up homogeneous groups in selection of leisure-time activity there is a definite shift from structured and/or individual activities toward unstructured social activities. There is also manifested a drift away from what could be called "masculine" interests, such as sports, outdoor activities, hobbies, to "feminine" interests, such as reading, listening to records, "just being with the group," going to movies. It is a moot point here whether this shift is a vocational personality trait, as Holland holds,²⁰ or is an effect of the social climate of the school. Potvin found in his 1969 study that the withdrawal rate among high school seminarians was higher among those with the stronger masculine interests.²¹ Lepak a year before had concluded on the basis of responses to his Masculinity-Femininity Scale that clergymen, "exhibited more feminine interests than masculine."²² Whatever the explanation, it is evident that the subjects at each maturation level manifest stronger interests in social forms of activity rather than individual or athletic.

Since the subjects in the social climate of the schools were the object of four distinct acculturating forces, namely, the home, the school, the ministry, and the peer group, an item was designed to seek if the

²⁰ John L. Holland (1966), The Psychology of Vocational Choice: A Theory of Personality Types and Model Environments (Blaisdell Publishing Company, Waltham, Mass.), pp. 25-27.

²¹ Raymond H. Potvin and Antanas Suziedelis (1969), Seminarians of the Sixties: A National Survey (Center for Applied Research in the Apostolate, Washington, D. C.), pp. 113-114.

²² Roy C. Lepak (1968), "A Clergy Scale for the Revised Strong Vocational Interest Blank." Ministry Studies, Vol. II, no. 2, p. 20.

subjects did give a priority to the forces, and if this priority would change during maturation. The item (#18, Appendix A, page 179) was, "Different people strive for different things. Here are some things you have probably thought about. Among the things you strive for during your high school days, just how important is each of these?"

Categories

- a. pleasing my parents,
- b. learning as much as possible in school,
- c. living up to my religious ideals,
- d. being accepted and liked by the other students."

The subjects were asked to rank each of the above "motivations" in order of importance (highest to the lowest). The following Table reports ranks only in order to illustrate priorities expressed by the groups at the maturation levels (cf. Appendix C:6, page 201 for complete data).

Table 1:14

Ranked Order of Reported Importance of Motivations by Peer Groups

Freshmen		Sophomores	
<u>Motivation</u>	<u>Rank</u>	<u>Motivation</u>	<u>Rank</u>
pleasing parents	1	religious ideals	1
religious ideals	2	pleasing parents	2
learning in school	3	popular with other students	3
popular with other students	4	learning in school	4
Juniors		Seniors	
<u>Motivation</u>	<u>Rank</u>	<u>Motivation</u>	<u>Rank</u>
popular with other students	1	popular with other students	1
religious ideals	2	religious ideals	2
learning in school	3	learning in school	3.5
pleasing parents	4	pleasing parents	3.5

The change in rank priorities above indicates that there is a definite shift in motivations during the high school years, that is, from home to peer group. Yet, religious and educational motivations remain quite constant. This is illustrated further in the following Table which reports the response to an item seeking the ranking of motivations in a more pragmatic context. The item (#19, Appendix A, page 179) asked ranking of the following activity preferences:

- a. being with friends and enjoying activities during vacation time,
- b. taking part in activities in the seminary,
- c. having a carefree time,
- d. enjoying the respect of others,
- e. doing things with one's family.

Choice d, "enjoying the respect of others," was construed as neutral in commitment, choice c, "having a carefree time," as negative, and the rest, positively. The following Table gives the reported ranks (from highest to lowest) (cf. Appendix C:7, page 205 for complete data). These rankings indicate that while there is no rejection of participation in family activities, these activities take second place during maturation to those with peers.

As the typical adolescent increasingly seeks his ego-identity with a peer group there should be a corresponding accommodation of his sense of prestige values to those manifested by his peers. Coleman found that adolescents by and large recognized three status giving values for group membership. For boys they were:

- a. being a brilliant student,
- b. being an outstanding athlete
- c. having an attractive, engaging personality.²³

²³ James S. Coleman, ibid., p. 28.

Table 1:15

Ranked Order By Reported Importance of Activity Preference
By Peer Groups in Three Seminary High Schools

Freshmen	Rank	Sophomores	Rank
<u>Motivations</u>		<u>Motivations</u>	
doing things with one's family	1	doing things with one's family	1
being with friends during vacation,	2	being with friends during vacation,	2
taking part in the seminary activities,	3	taking part in the seminary activities,	3
enjoying the respect of others	4	enjoying the respect of others,	4
having a carefree time.	5	having a carefree time	5
Juniors		Seniors	
<u>Motivations</u>		<u>Motivations</u>	
taking part in the seminary activities,	1	being with friends during vacation,	1
being with friends during vacation,	2	doing things with one's family	2
doing things with one's family	3	taking part in the seminary activities	3
having a carefree time	4	enjoying the respect of others	4.5
enjoying the respect of others.	5	having a carefree time	4.5

To ascertain the position and influence of these values among the peer groups in the Schools considered by this Study the subjects were asked to respond to an item that seemingly prescinded from actuality. The item: (#31, Appendix A, page 181)

If you could be remembered here at school for one of the three things below, which one would you want it to be?

- a. brilliant student,
- b. athletic star
- c. most popular.

The following Table reports the responses by peer groups. As is evident, only the freshmen are significantly homogeneous in their rating. Yet, the shifting in percentages among the other groups shows that the status-values are undergoing shifts in acceptance with personal popularity emerging as the most esteemed. As Coleman notes, "being a brilliant student" is a familial value, and that it is not over-whelmingly endorsed by adolescents is to him an example of value change by today's youth.²⁴ Coleman's findings were:

"How boys and girls want to be remembered in school:"²⁵

	Boys (N=3690) %	Girls (N=3876) %
1. Brilliant student	31.5	27.9
2. Athletic star (boys)	45.1	
3. Leader in activities (girls)		37.8
4. Most popular	23.4	34.2

By comparison the results by peer groups in this Study:

²⁴ Coleman, ibid., p. 34.

²⁵ Coleman, ibid., p. 30.

Table 1:16

Response by Peer Groups to Item; How to
be Remembered in School

	Freshmen (N=65)		Sophomores (N=70)		Juniors (N=70)		Seniors (N=82)		Total (N=287)	
Manner	N	%	N	%	N	%	N	%	N	%
Brilliant student	36	55.38	24	34.28	22	31.43	16	19.51	98	34.15
Athletic star	16	24.62	23	32.86	13	18.57	19	23.17	71	24.74
Most popular	13	20.00	23	32.86	35	50.00	47	57.32	118	41.11
Total	65	100.00	70	100.00	70	100.00	82	100.00	287	100.00
χ^2 (4df) = 6.89			15.35**		12.95**		12.66**		32.56**	

(not significant)

(** significant at .01)

A final step to investigating value development in the context of the school climate was the determination of how the subjects viewed the social climates of their particular Schools. If descriptive reactions showed either that the climates significantly differed from each other, or that one or more of them generated social conditions that were inimical to normal adolescent expression, then conclusions reached from the data could not be generalized beyond their immediate circumstances. To ascertain whether the social climates of the Schools considered could be evaluated as conducive to normal value development, and as significantly similar the Attitude Questionnaire contained a forced response item (#34c, Appendix A, page 181), "The years here in the seminary have been . . .

- a. full of fun and excitement,
- b. interesting and hard work,
- c. fairly pleasant,
- d. fairly dull,
- e. unhappy,
- f. too rigorous."

Though six choices are given, their selection was made on the basis of three being positive and three negative. A significant majority in either of the two groups would be evidence to accept or reject the social climates in question for the purposes of this Study. The following two Tables report the responses.

Table 1:17

Percentage Distribution by Peer Group of Description
of Social Climate in Three
Seminary High Schools

	Freshmen (N=65)		Sophomores (N=70)		Juniors (N=70)		Seniors (N=82)		Total (N=287)	
Manner	N	%	N	%	N	%	N	%	N	%
full of fun	10	15.38	8	11.43	12	17.14	21	25.61	51	17.77
interesting	34	52.31	44	62.86	37	52.86	45	54.88	160	55.75
pleasant	16	24.62	17	24.29	14	20.00	13	15.85	60	20.90
dull	5	7.69	1	1.42	5	7.14	0	0.00	11	3.83
unhappy	0	0.00	0	0.00	1	1.43	1	1.22	2	0.70
too rigorous	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
no response					1	1.43	2	2.44	3	1.05
Total	65	100.00	70	100.00	70	100.00	82	100.00	287	100.00

χ^2 (6df) = 4.52 4.67 6.98 6.08 9.26

(not significant at 0.05)

Table 1:18

Percentage Distribution by School Enrollment
to Description of School
Social Climate

	School I (N = 99)		School II (N = 89)		School III (N = 99)	
Manner	N	%	N	%	N	%
full of fun	16	16.17	13	14.62	22	22.23
interesting	57	57.57	48	53.93	57	57.57
pleasant	22	22.22	22	24.69	14	14.14
dull	4	4.04	4	4.48	3	3.03
unhappy	0	0.00	2	2.28	0	0.00
too rigorous	0	0.00	0	0.00	0	0.00
no response					3	3.03
Totals	99	100.00	89	100.00	99	100.00

 χ^2 (7df) =

9.91

12.05

6.56

(not significant at 0.05)

The data indicate that the subjects evaluate their School climates in positive terms, and the test of significance shows that both individually and collectively by Schools, and, both individually and collectively by peer groups the perceptions of School social climates are significantly similar. Therefore, for the purpose of this Study school social climate, considered over-all, can be regarded as a constant factor.

CONCLUSION

The degree and extent of mutual association manifested by the students enrolled in the three seminary high schools indicate, that the students do form peer groups, that these peer groups are the same as their academic class divisions, and that they are composed of members at nearly the same maturation levels. Moreover, the amount of shared activities and interests, lack of dominant cliques, absence of anomie, show that the peer groups can be considered primary groups in the socialization process of the individuals.

Data provided by responses to the Attitude Questionnaire give evidence that there are sufficiently shared homogeneous patterns of familial structure, stability, sibling relationships, and parental socioeconomic backgrounds to conclude that the subjects in all the Schools have approximately the same cultural behavioral norms when entering the social climates of the schools. These norms are by and large the value orientations of the lower-middle and upper-lower social classes.

The self perceptions of the subjects seem those of the typical American adolescent of about the same physiological stage of development. All the subjects are convinced of their ability for self determination. Only a few do not seem to accept themselves psychologically. About a third express themselves as content with their own estimate of their personality while about two thirds manifest an amenability to personality accommodation. At each maturity level upward in age there is a greater desire for social, unstructured activity over either individual or structured group activities. Also, consistent with maturation levels all groups project social activity more and more with peers and less and less with family, though the latter is never rejected. Prestige values,

too, apparently shift with increasing maturation and peer group identification. For the majority "possessing a pleasing personality" ranks higher than either physical (athletic) or intellectual achievement.

For the purposes of this Study a significant number of the subjects perceive the social climates of their Schools in positive terms, that is, none of the educational environments are evaluated as negative to normal adolescent value development.

It is concluded from the foregoing that the subjects selected and their social climates provide a valid and reliable basis for the study of the influence of peer group involvement on value socialization. The following Chapter will consider in the specific circumstances of the each School, the inter relationship of social climate, and, peer group attitude change. The subsequent Chapter will concern itself with the resulting implications in respect to social value orientation.

CHAPTER 4

THE SOCIAL CLIMATES OF THE SCHOOLS AND STUDENT ATTITUDES

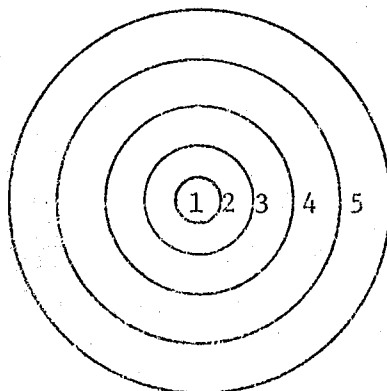
The first four hypotheses of the Study, in summary, suggest that, if the attitudinal evaluations of School social conditions and persons would transcend local circumstances, the value judgments expressed could be manifestations of typical adolescent response to the environment, that is, would be characteristic of the sub-culture. The positive resolution of these hypotheses will depend on data indicating that the responses form patterns which, first, are significantly shared by the peer groups at their maturation levels, and, second, are oriented to a definite direction.

The parameters for the resolution of the hypotheses are not the evaluations of the actual, objective social conditions prevailing in each School. Rather, the parameters are the subjective perceptions of the climates. What is required is a sufficient number of responses to typical school conditions that will show the degree and extent the perceptions are shared. The Attitude Questionnaire attempts to accomplish this by the inclusion of items that make certain assertions about the school, its administration, the teachers and the students. By using a forced answer technique the responses can be measured.

Attitude patterns will be the product of the degree and manner responses are shared. The sharing, however, depends for validity on the condition that the subjects perceive themselves as participants in the social interaction in nearly similar degrees. If, for example, a significant number expressed little involvement or interest in the

affairs of the School, or its personnel, the possible influence of the social climate on their attitudes would either have to be minimized, or considered negative, that is, was discouraging individual involvement. The determination of perceived involvement and interest in the School climates was attempted by the following items (#26, #27, Appendix A, page):

1. Suppose the circles below represent all the activities that go on here in the seminary. How far out from the center of things are you? (place a check where you think you are.)
2. Now place a check where you would like to be.



The responses to the first item seeking perception of participation are expressed in the following Table: Table 2:1.

All the groups in this Table form significantly homogeneous populations, thereby permitting the Study to conclude that each peer group at their maturation levels exhibit homogeneous patterns of involvement evaluation.

The same homogeneity moreover manifests itself within and between all three Schools as Table 2:2 shows. The patterns indicate that about three quarters of each peer group judge themselves as being in either

Table 2:1

Rated Distance From Center of School Social
Activities by Peer Groups

Scale	Freshmen (N = 65)		Sophomores (N = 70)		Juniors (N = 70)		Seniors (N = 82)		Total (N = 287)	
	N	%	N	%	N	%	N	%	N	%
1	2	3.08	4	5.71	9	12.86	13	15.86	28	9.76
2	14	21.54	15	21.43	21	30.00	31	37.80	81	28.22
3	36	55.38	39	55.72	34	48.57	26	31.70	135	47.04
4	11	16.92	8	11.43	4	5.71	8	9.76	31	10.80
5	1	1.54	4	5.71	1	1.43	2	2.44	8	2.79
no response	1	1.54	0	0.00	1	1.43	2	2.44	4	1.39
Total	65	100.00	70	100.00	70	100.00	82	100.00	287	100.00

χ^2 (8 df) = 5.81 14.18 9.23 2.69 5.83

(not significant at 0.05)

the second or third circle from the center of activities. What this actually means in terms of adolescent scaling of involvement is indicated by the manner the subjects responded in the following Tables (Tables 2:3 and 2:4). They express the responses to the item seeking where the subjects ideally would want to be in reference to their School's social life.

Table 2:2

Rated Distance From Center of School
Social Activities by School
Populations

	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
Scale	N	%	N	%	N	%	N	%
1	11	11.12	7	7.86	10	10.11	28	9.76
2	24	24.24	24	26.96	33	33.33	81	28.22
3	52	52.52	42	47.19	41	41.41	135	47.04
4	8	8.08	12	13.48	11	11.11	31	10.80
5	4	4.04	3	3.37	1	1.01	8	2.79
no response	0	0.00	1	1.12	3	3.03	4	1.39
Total	99	100.00	89	100.00	99	100.00	287	100.00

χ^2 (8df) = 5.83 (not significant at 0.05)

Table 2:3

Expressed Desired Distance From Center
of School Social Activities
by Peer Groups

	Freshmen (N = 65)		Sophomores (N = 70)		Juniors (N = 70)		Seniors (N = 82)		Total (N = 287)	
Scale	N	%	N	%	N	%	N	%	N	%
1	23	35.38	24	34.29	29	41.43	23	28.05	99	34.49
2	30	46.15	34	48.56	24	34.29	29	35.37	117	40.77
3	8	12.31	7	10.00	10	14.29	22	26.83	47	16.38
4	2	3.08	3	4.29	2	2.86	2	2.44	9	3.14
5	1	1.54	2	2.86	4	5.71	4	4.87	11	3.83
no response	1	1.54	0	0.00	1	1.42	2	2.44	4	1.39
Total	65	100.00	70	100.00	70	100.00	82	100.00	287	100.00

χ^2 (8df) = 5.97 9.22 6.97 13.65 8.76
(not significant at 0.05)

All the above peer groups are significantly similar. The following Table indicates the situation is similar in regard to the School populations: Table 2:4. The tables show that at their maturation levels all the peer groups and School populations would like to move approximately one scale step closer to the center of activities. About three quarters (75.26 percent total) would want to be in the first or second circle, yet of these only a third (34.49 percent total) express a desire to be in the very center. This possibly could indicate that being in the center implies acceptance of leadership and responsibility which it

Table 2:4

Expressed Desired Distance From Center
of School Social Activities by
School Populations

	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)	
Scale	N	%	N	%	N	%	N	%
1	40	40.40	24	26.96	35	35.36	99	34.49
2	42	42.42	35	39.33	40	40.40	117	40.77
3	10	10.11	21	23.61	16	16.16	47	16.38
4	4	4.04	4	4.49	1	1.01	9	3.14
5	3	3.03	4	4.49	4	4.04	11	3.83
no response	0	0.00	1	1.12	3	3.03	4	1.39
Total	99	100.00	89	100.00	99	100.00	287	100.00

$$\chi^2 (8df) = 8.76 \quad (\text{not significant at } 0.05)$$

would seem over half do not want to assume. Perhaps further research could establish a relationship between this proportion and the similar proportion who expressed amenability to personality change (Table 1:10, page 74). What the data here do manifest is that for the majority of the subjects the School climates exert positive and similar attractions.

Involvement in social activities infers that the subjects have formed role models of what social acceptance requires and what actually prevails. The climate of each School is dependent upon existence of models, and the manner they are socialized. To ascertain whether there is an adolescent agreement as to such behavioral norms, and whether these norms found expression in their Schools, the subjects were asked to respond to two related items. The first asked (Item #21, Appendix A, page 180).

Among the crowd you go around with, which of the things below are important to do in order to be popular with the group:

1. be good in studies,
2. have sharp clothes,
3. have plenty of personality,
4. be able to stir up a little excitement,
5. have money,
6. be a good athlete,
7. be up on cars,
8. know what is going on in the world of singers and movies.

The second item sought to discover how the School populations manifested the foregoing characteristics in the following manner (Item 32, Appendix A, page 181):

Which of the items below fit the majority of the boys here at school?

1. friendly,
2. disinterested in school,
3. hard to get to know,
4. crazy about cars,
5. active around school,
6. studious,
7. girl-crazy,
8. out for a good time,
9. sports minded,
10. very religious,
11. critical of the rules,
12. too spiritual.

The responses are reported in the following two Tables. The indices are ranked by the number of times each was checked, and expressed in percentage of each School and total enrollments.

Table 2:5
Ranking by Percentage Response to Popularity
Indices by Schools

Index	Rank	School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)		χ^2 (4df)
		N	%	N	%	N	%	N	%	
have plenty personality	1	67	67.68	59	66.29	44	55.56	170	63.07	8.12
stir up excitement	2	60	60.61	45	50.56	46	46.47	151	51.92	4.66
be a good athlete	3	39	39.40	26	29.21	16	16.17	81	27.87	17.55**
be good in studies	4	23	23.24	20	22.47	20	20.20	63	21.95	2.42
know world of singers, movies	5	8	8.09	12	13.48	5	5.06	25	8.01	3.48
have sharp clothes	6	13	13.13	4	4.49	4	4.04	21	6.97	8.57
have money	7	5	5.06	3	3.37	2	2.03	10	3.14	5.24
up on cars	8	2	2.03	2	2.25	4	4.05	8	2.09	3.48

** significant at .01

Table 2:6

Ranking by Percentage Response to
Perceived Personality Indices
by Schools

		(N = 287)								X ² (4df)
		School I (N = 99)		School II (N = 89)		School III (N = 99)		Total (N = 287)		
Index	Rank	N	%	N	%	N	%	N	%	
friendly	1	86	86.87	71	79.78	93	93.94	250	87.11	7.31
active in school	2	68	68.69	49	55.06	64	64.65	181	62.72	4.48
sports minded	3	56	56.57	45	50.56	33	33.34	134	47.04	12.00*
out for a good time	4	26	26.27	35	39.33	21	21.22	82	27.87	7.42
studious	5	25	25.26	12	13.48	31	31.32	68	24.04	11.19*
girl-crazy	6	16	16.17	28	31.46	17	17.18	61	20.19	9.21*
disinter- ested in school	7	7	7.08	10	11.24	8	8.09	25	8.01	1.07
hard to know	8	7	7.08	4	4.49	1	1.02	12	3.90	3.39
very re- ligious	9	2	2.03	1	1.12	6	6.07	9	3.14	4.38
crazy about cars	10	3	3.04	3	3.37	0	0.00	6	2.09	3.25
critical of rules	0	0	0.00	0	0.00	0	0.00	0	0.00	0.00
too spiritual	0	0	0.00	0	0.00	0	0.00	0	0.00	0.00

* significant at .05

The above ranking is by no means statistically conclusive since the subjects were not asked to rank. Reporting the indices by ranks, however, reveals priorities. The idealized role models with attractive personalities are present in all Schools in very similar degrees. The School climates definitely look more to the person than they do to acquired skills, abilities or possessions. The priorities in the two Tables reinforce the data conclusions found in Table 1:16, page 85 ("how one would like to be remembered at school.") Perhaps, the low interest (as a popularity determinat) expressed for "cars," "clothes," "girls," and "money," reflect the role orientation of the subjects toward the ministry.

PERCEPTIONS OF THE SOCIAL CLIMATE

Evidence from the foregoing data indicates that the subjects of this Study have similar role models, and are both involved and interested in the social life of their Schools. In light of this, data from items concerned with particular aspects of the social conditions can be evaluated, and conclusions reached as to the implications of the socializing process. As noted at the beginning of this Chapter the purpose is to determine modes and extent adolescent perceptions are shared and developed.

The first item (#70, Appendix A, page 184), considered here is actually the concluding item in this section of the instrument, that is, for the subject it was a request for an over-view after evaluating specific aspects of school life. The item: "Everyone has a lot of good fun at this seminary." Hence, both the personal reaction of the subject as well as his estimate of the whole population are involved. Responses are reported in the following Table.

Table 2:7

Distribution of Response to the Item:
 "Everyone Has a Lot of Good Fun
 at this Seminary"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		X ² (3df)
	N	%	N	%	N	%	N	%	
School I									
True	16	80.00	18	81.82	18	72.00	23	71.88	
False	4	20.00	4	18.18	7	28.00	9	28.12	
Total	20	100.00	22	100.00	25	100.00	32	100.00	0.80
School II									
True	21	70.00	16	84.21	16	80.00	16	80.00	
False	9	30.00	3	15.79	4	20.00	4	20.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	1.09
School III									
True	14	93.33	27	93.10	23	92.00	29	96.67	
False	1	6.67	2	6.90	2	8.00	1	3.33	
Total	15	100.00	29	100.00	25	100.00	30	100.00	0.51
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

X² (2df) = 2.82 1.83 3.61 6.35*

* significant at .05

The pattern of the above responses are significantly the same in all the Schools. Though there is no conclusive change according to maturation level within each School the range difference effects the test of significance at the senior year. That the evaluation of school life is

determined by local circumstances is manifested by the uneven response by the Schools to the following item, (#44, Appendix A, page 182) which stated: "There is a lot of school spirit." The responses are as follows:

Table 2:8

Distribution of Response to the Item:
"There is a Lot of School
Spirit"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	20	100.00	22	100.00	23	92.00	30	93.75	
False	0	0.00	0	0.00	2	8.00	2	6.25	
Total	20	100.00	22	100.00	25	100.00	32	100.00	3.75
School II									
True	22	73.33	12	63.16	11	55.00	18	90.00	
False	8	26.67	7	36.84	9	45.00	2	10.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	6.60
School III									
True	15	100.00	28	96.55	21	84.00	28	93.33	
False	0	0.00	1	3.45	4	16.00	2	6.67	
Total	15	100.00	29	100.00	25	100.00	30	100.00	4.76
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 10.64** 16.10** 9.71** 0.21

**significant at .01

The data show there is an acceptance, even an enthusiastic one, of social conditions when these are perceived as fulfilling expectations. It would seem that there is no over-all adolescent aversion to institutionalism as such. Only local circumstances could account for the fact that each School above forms a significantly homogeneous population, but is at the same time significantly different from the others. The high degree of homogeneity, however, between the senior groups and the very opposite of it among the junior peer groups suggest that the differences might also have psychological implications as well as sociological. This is especially illustrated by the difference in response patterns between the juniors and seniors in School II.

The following item (#54, Appendix A, page 183), seeks a degree of awareness of morale climate. "The way people feel around here is always fairly evident." At a very high level all are convinced that they can perceive sincerity. All peer groups in all the Schools are significantly the same. There is, however, a shift manifested toward greater acceptance by the sophomore and junior groups away from the freshmen, but the seniors in all three Schools indicate a shift to the viewpoint of the freshmen. The responses are indicated in Table 2:9.

The expression of feelings, nevertheless, can be effected at the different maturation levels by local circumstances. The following item (#41, Appendix A, page 182), sought to determine this. The results are indicated in Table 2:10. The variations expressed both within and between the peer groups and Schools point to no trend or pattern of response. Though School I and III are significantly similar in their own populations they are quite dissimilar to each other. In School II the range of

Table 2:9

Distribution of Response to the Item: "The
Way People Feel Around Here is
Always Fairly Evident"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	16	80.00	20	90.91	24	96.00	28	87.50	
False	4	20.00	2	9.09	1	4.00	4	12.50	
Total	20	100.00	22	100.00	25	100.00	32	100.00	3.27
School II									
True	27	90.00	19	100.00	18	90.00	18	90.00	
False	3	10.00	0	0.00	2	10.00	2	10.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	1.98
School III									
True	12	80.00	26	89.66	24	96.00	26	86.67	
False	3	20.00	3	10.34	1	4.00	4	13.33	
Total	15	100.00	29	100.00	25	100.00	30	100.00	2.51
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 1.12 1.93 0.91 0.33

(not significant at 0.05)

difference between junior and senior results could indicate that the responses are not related to the same conditions.

The next item seeks to determine how individual response would vary with a condition very open to interpretation. The item (#69, Appendix A, page 184), "There always seems to be a lot of little quarrels going on," had the results indicated in Table 2:11.

Table 2:10

Distribution of Response to the Item: "No One
Needs to be Afraid of Expressing a Point of
View that is Unusual or not Popular in
School."

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	11	55.00	16	72.73	15	60.00	18	56.25	
False	9	45.00	6	27.27	10	40.00	14	43.75	
Total	20	100.00	22	100.00	25	100.00	32	100.00	1.87
School II									
True	14	46.67	10	52.63	5	25.00	15	75.00	
False	16	53.33	9	47.37	15	75.00	5	25.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	10.17*
School III									
True	13	86.67	25	86.21	20	80.00	26	86.67	
False	2	13.33	4	13.79	5	20.00	4	13.33	
Total	15	100.00	29	100.00	25	100.00	30	100.00	0.49
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 6.06* 6.20* 13.85** 5.82

* significant at .05

** significant at .01

Table 2:11

Distribution of Response to the Item: "There
Always Seems to be a Lot of Little
Quarrels Going On."

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		x ² (3df)
	N	%	N	%	N	%	N	%	
School I									
True	12	60.00	10	45.45	6	24.00	20	62.50	
False	8	40.00	12	54.55	19	76.00	12	37.50	
Total	20	100.00	22	100.00	25	100.00	32	100.00	8.10*
School II									
True	17	56.67	11	57.89	16	80.00	6	30.00	
False	13	43.33	8	42.11	4	20.00	14	70.00	
Total	30	100.00	29	100.00	20	100.00	20	100.00	10.60*
School III									
True	8	53.33	5	17.24	3	12.00	2	6.67	
False	7	46.67	24	82.76	22	88.00	28	93.33	
Total	15	100.00	29	100.00	25	100.00	30	100.00	15.40**
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

x² (2df) = 0.31 8.81* 23.13** 21.66**

* significant at .05

** significant at .01

Only the freshmen peer groups form homogeneous patterns of response. The juniors and seniors in School I and II indicate wide variation and, the freshmen in School III are in wide disagreement with the upper classes. In this matter it can be concluded that each group judges without pre-formed attitudes.

The manner maturation might affect evaluation of certain aspects of the climate was the purpose of several items in the instrument. Sensitivity to novel change was the purpose of the following (#48, Appendix A, page 183): "Students are always coming up with new fads and expressions." The response is indicated in Table 2:12. This data indicate that though there is a high degree of agreement within each Schools the modes of it widely differ especially between the younger (freshmen and sophomores) groups and the older (juniors and seniors) groups.

The next item projected a commonly assumed attitude of adolescents toward authority. The item (#58, Appendix A, page 183), "The administration and faculty often make you feel like a child." brought the reaction indicated in Table 2:13. Responses, however, show that except for one peer group (the juniors, School II) there is an openness by adolescents toward administrative policy. In each School there is no significant difference, but there is among each peer group. It would seem that the adolescents do not have a pre-conceived attitude toward authority but judge according to perceived conditions of it.

Table 2:12

Distribution of Response to the Item; "Students
Are Always Coming Up With New Fads
and Expressions"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	17	85.00	22	100.00	23	92.00	31	96.88	
False	3	15.00	0	0.00	2	8.00	1	3.12	
Total	20	100.00	22	100.00	25	100.00	32	100.00	4.88
School II									
True	23	76.67	18	94.74	13	65.00	14	70.00	
False	7	23.33	1	5.26	7	45.00	6	30.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	5.36
School III									
True	15	100.00	28	96.55	25	100.00	22	73.33	
False	0	0.00	1	3.45	0	0.00	8	26.67	
Total	15	100.00	29	100.00	25	100.00	30	100.00	14.28**
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 3.52 1.13 12.72** 7.70*

* significant at .05

** significant at .01

Table 2:13

Distribution of Response to the Item; "The
Administration and Faculty Often Make
You Feel Like A Child"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	1	5.00	0	0.00	4	16.00	4	12.50	
False	18	90.00	20	90.91	21	84.00	27	84.38	
No Response	1	5.00	2	9.09	0	0.00	1	3.12	
Total	20	100.00	22	100.00	25	100.00	32	100.00	4.15
School II									
True	11	36.67	7	36.85	14	70.00	9	45.00	
False	19	63.33	11	57.89	5	25.00	11	55.00	
No Response	0	0.00	1	5.26	1	5.00	0	0.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	7.22
School III									
True	6	40.00	14	48.28	12	48.00	13	43.33	
False	9	60.00	14	48.28	13	52.00	15	50.00	
No Response	0	0.00	1	3.44	0	0.00	2	6.67	
Total	15	100.00	29	100.00	25	100.00	30	100.00	0.40
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 7.04* 14.01** 14.94** 9.26**

*Significant at .05 ** significant at .01

The following item seeks to place relation with authority figures in a concrete circumstance. The item forces evaluation from possibly personal experience with that held by a group. The item (#65, Appendix A, page 184), "The rector is willing to hear student complaints," could be an index of the social climate. The responses:

Table 2:14

Distribution of Response to the Item: "The Rector
is Willing to Hear Student Complaints"

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	20	100.00	21	95.45	22	88.00	32	100.00	
False	0	0.00	0	0.00	2	8.00	0	0.00	
No									
Response	0	0.00	1	4.55	1	4.00	0	0.00	
Total	20	100.00	22	100.00	25	100.00	32	100.00	6.21
School II									
True	25	83.33	16	84.21	10	50.00	13	65.00	
False	4	13.33	3	15.79	10	50.00	6	30.00	
No									
Response	1	3.34	0	0.00	0	0.00	1	5.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	9.45*
School III									
True	11	73.33	29	100.00	25	100.00	30	100.00	
False	4	26.67	0	0.00	0	0.00	0	0.00	
Total	15	100.00	29	100.00	25	100.00	30	100.00	23.34**
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 5.65 8.25 21.43** 21.14**

* significant at .05

** significant at .01

There is manifested again a significant difference between the younger and older groups. The range between groups (5 percent to 100 percent) shows responses were effected by group-held convictions. In order to place the results of the foregoing item into a perspective the following somewhat more generalized item was proposed. The item: (#55, Appendix A, page 183), "The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt." The following Table reports the responses:

Table 2:15

Distribution of Response to the Item: "The Rector
And Teachers Are Usually Understanding If a
Student Does Something Wrong and Will
Give Him the Benefit of the Doubt"

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	20	100.00	20	90.90	21	84.00	31	96.88	
False	0	0.00	1	4.55	4	16.00	0	0.00	
No									
Response	0	0.00	1	4.55	0	0.00	1	3.12	
Total	20	100.00	22	100.00	25	100.00	32	100.00	8.79*
School II									
True	20	66.67	10	52.63	13	65.00	19	95.00	
False	10	33.33	8	42.11	7	35.00	1	5.00	
No									
Response	0	0.00	1	5.26	0	0.00	0	0.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	8.20*
School III									
True	13	86.67	27	93.10	21	84.00	29	96.67	
False	2	13.33	2	6.90	4	16.00	1	3.33	
Total	15	100.00	29	100.00	25	100.00	30	100.00	3.14
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	
χ^2 (2df) =	9.19*		14.46**		3.06		1.40		

*significant at .05

**significant at .01

The foregoing data indicate a reversal from the results about the willingness of the rectors to listen to complaints. In the latter responses the older groups now manifest significant similarities while the younger groups do not. It might be noted that all the senior groups are in close agreement about administrative fairness.

Student acceptance of the social conditions could be expressed in the degree they would attempt to adjust them formally. To ascertain this is the purpose of the following item: (#61, Appendix A, page 183), "When students do not like a school rule, they really work hard to get it changed." The responses are indicated in Table 2:16. All the peer groups (except the juniors, due to a wide fluctuation in School II) are in significant agreement about united attempts to change unpopular school rules. Apparently the groups find it difficult to generalize on what might constitute either an unpopular rule or "hard work." The following item (#45, Appendix A, page 182), "When students think a teacher's decision is unfair they try to get it changed." The results are reported in Table 2:17. This data indicate that group cohesion is greater and more positive when the postulated circumstance relates to a personal decision rather than an impersonal regulation.

The data for other items in the Attitude Questionnaire concerned with group response to social climatic conditions are reported in Appendices D:1 - D:7, pages 210 of this Study. Two items, however, which could summarize the subjects' ego fulfillment follow. The first (#66, Appendix A, page 184), "When someone is out sick for a while his classmates let him know that he is missed." The response is indicated in Table 2:18. All the groups form significantly homogeneous populations in their patterns of response.

Table 2:17

Distribution of Response to the Item: "When
Students Think a Teacher's Decision is
Unfair, They Try to Get it Changed"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	14	70.00	20	90.91	24	96.00	24	75.00	
False	6	30.00	2	9.09	1	4.00	8	25.00	
Total	20	100.00	22	100.00	25	100.00	32	100.00	7.92*
School II									
True	29	96.67	19	100.00	19	95.00	20	100.00	
False	1	3.33	0	0.00	1	5.00	0	0.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	1.74
School III									
True	8	53.33	21	72.41	16	64.00	24	80.00	
False	7	46.67	7	24.14	9	36.00	3	10.00	
No Response	0	0.00	1	3.45	0	0.00	3	10.00	
Total	15	100.00	29	100.00	25	100.00	30	100.00	7.41
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 12.47** 6.52* 12.09** 6.68*

* significant at .05

** significant at .01

Table 2:18

Distribution of Response to the Item: "When
Someone is out Sick for a While His
Classmates Let Him Know That He
Is Missed"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	16	80.00	16	72.73	17	68.00	22	68.75	
False	4	20.00	6	27.27	8	32.00	10	31.25	
Total	20	100.00	22	100.00	25	100.00	32	100.00	1.11
School II									
True	19	63.33	14	73.68	10	50.00	15	75.00	
False	11	36.67	5	26.32	10	50.00	5	25.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	32.6
School III									
True	9	60.00	19	65.52	20	80.00	25	83.33	
False	6	40.00	10	34.48	5	20.00	5	16.67	
Total	15	100.00	29	100.00	25	100.00	30	100.00	4.65
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	

χ^2 (2df) = 2.05 0.62 4.50 1.80

(not significant at 0.05)

The second item is (#68, Appendix A, page 184), "Counseling, guidance and spiritual direction services are really personal, patient and extensive." The responses are expressed in the Table below.

Table 2:19

Distribution of Response to the Item: "Counseling, Guidance and Spiritual Direction Services are Really Personal, Patient and Extensive"

(N = 287)

	Freshmen		Sophomores		Juniors		Seniors		χ^2 (3df)
	N	%	N	%	N	%	N	%	
School I									
True	15	75.00	19	86.36	19	79.17	27	84.38	
False	5	25.00	2	9.09	5	20.85	5	15.62	
No Response	0	0.00	1	4.55	1	4.18	0	0.00	
Total	20	100.00	22	100.00	25	100.00	32	100.00	1.96
School II									
True	20	66.67	16	84.21	15	75.00	15	75.00	
False	9	30.00	2	10.58	5	25.00	4	20.00	
No Response	1	3.33	1	5.27	0	0.00	1	5.00	
Total	30	100.00	19	100.00	20	100.00	20	100.00	2.55
School III									
True	13	86.67	27	93.10	23	92.00	30	100.00	
False	2	13.33	2	6.90	2	8.00	0	0.00	
Total	15	100.00	29	100.00	25	100.00	30	100.00	3.54
Grand Total	65	100.00	70	100.00	70	100.00	82	100.00	
χ^2 (2df) =		1.65		0.26		2.34		6.31*	

*significant at .05

All the groups within the Schools, and all peer groups, except the seniors, form significantly similar populations in the evaluation of personal guidance.

CONCLUSION

The data presented in this Chapter substantiate the assumption that the evaluations of social conditions, specified by the Study's instrument, will form significant patterns of response. Peer groups at their maturation levels respond in significantly similar degrees of agreement, except where local social circumstances are perceived as being contrary to their expectations. The latter condition is manifested by significantly, or nearly so, homogeneous patterns of response in a particular School. It can be concluded as a general statement that the adolescent subject shares role expectations with his peers, and accommodates them to, rather than forms them by, local socializing situations.

The validity of the above general conclusion is verified to the extent that the majority of the subjects in this Study consider themselves as active participants in social interaction. They do so in significantly similar proportions by peer groups in all the Schools. It was found, however, that for an almost two thirds majority involvement may not imply the assumption of leadership responsibility.

Results from the data strongly suggest that social role expectancies follow modes which emphasize personal and social qualities over either intellectual and physical (including material possessions). The fact that such expectations are significantly shared by all the peer groups could indicate a trend in the adolescent sub-culture. The possibilities of such a trend is also suggested by the degree the over-all response assumes the direction taken by the senior groups.

It is concluded that the data presented, together with that of Chapter Three, resolve positively the first four hypotheses proposed by

this Study. In short, these hypotheses proposed that the adolescent in the American high school seminary would display a minimal degree of disengagement, would readily identify with his academic class as his peer group, and, would react in significant agreement with his peers between schools when social conditions were judged as not contrary to adolescent expectations, and with his school population when they were. Implications of these results will be considered in the following Chapter. The Study will investigate the manner adolescent involvement in peer groups influences social value orientation that may or may not deviate from that of the parent culture.

CHAPTER 5

PEER GROUP VALUE ORIENTATIONS

Since it has been established by this Study that adolescent attitudinal development toward social climatic conditions is affected by peer group identification, it remains for this Study to indicate how value orientations are also significantly influenced by the same socialization process. The manner this will be attempted was described in Chapter Two.¹ The traditional emergent value division, formulated by George Spindler as already defined, is assumed as the behavioral base for the determination of peer group influence on value orientation. Also, as described, The Differential Values Inventory, developed by Richard Prince² from Spindler's formulation, is used to ascertain measurable value change among the adolescent subjects. The traditional emergent scales, as has been pointed out,³ is considered to be of special value for the purposes of this Study, since it compares the idealized, formal (educative) values of society with their socialized adaptations, or as Bidwell notes, their base is ". . . not in the social structure but in the cultural system."⁴

¹ Chapter Two, pp. 26-54

² Ibid., pp. 26-54

³ Ibid.

⁴ Charles Bidwell, "Undergraduate Careers: Alternatives and Determinants," School Review, Vol. 71 (1963), p. 299.

The Differential Values Inventory (Appendix A, Attitude Questionnaire, part three, page 184), contains four traditional value sub-scales, each with sixteen items, namely, Puritan morality, individualism, work success and future time orientation, which are paired with four emergent value sub-scales, each with sixteen items, namely, sociability, conformity, moral relativism and present time orientation. The instrument does not always pair opposing items, e.g., a future time statement with a present time statement, only a traditional with an emergent. By a forced-answer technique the subject must choose one of the values. Orientations are obtained by totalling sub-scale scores. As noted,⁵ the mean of each sub-scale has been standardized at 8.00, and 32.00 the mean traditional, and mean emergent scales.

On the basis of the above scaling by instrument design, persons obtaining high scores in each of the sub-scales would exhibit the following orientations according to Thompson and Carr:⁶

TRADITIONAL VALUES

EMERGENT VALUES

1. Puritan Morality

Persons with high scores on this scale tend to be thrifty, respectable citizens in the community, and show great respect for their elders. They epitomize the early Puritan philosophy of self-denial, sexual constraint, and guilt feelings when doing or having done something against this philosophy.

1. Sociability

High scorers value people; being with people and liking them are highly important. They believe that success is highly dependent upon whom one knows. Loners and solitary activities are looked upon with suspicion.

⁵ cf. page 50.

⁶ Orville E. Thompson and Sara G. Carr, Values of High School Students: A Comprehensive Four Year Study of Personal and Occupational Values of High School Students and Their Teachers (Davis, California: University of California, Department of Agriculture Education, Research Monograph #4), pp. B-4 and B-5.

2. Work Success

High scorers respect hard work and the satisfaction which hard work brings them. Basic beliefs of this philosophy are statements such as "successful people work hard to become so," and "anyone can get to the top if he tries hard enough." To these persons, success is a constant goal; resting on past glories has no place, no role in their future success. They must work continuously to convince themselves of their worth.

3. Individualism

High scores indicate a belief in the individual and in individual rights and freedom. The individual is sacred and is generally more important than the group. In one extreme form, this value sanctions egocentricity, expediency, and disregard for another person's rights. In its healthier forms, however, the value promotes independence and originality.

4. Future Time Orientation

Persons with high scores tend to believe that the most important consideration is the future, not the past or even the present. If future satisfactions are to be gained, present needs and desires must be denied.

2. Moral Relativism

Persons scoring high on this scale tend to question absolutes in right and wrong. Nothing is black or white; most answers are gray. Morality is what the group, not the individual, thinks is right. Shame, rather than guilt is appropriate.

3. Conformity

High scorers relate everything to the group; the ultimate goals are harmony and compliance with the group. Nothing should be done without regard for others and their feelings. No one should be "different."

4. Present Time Orientation

High scores on this scale indicate a desire to have fun and enjoy the present. The general attitude is that no one can foresee what the future will hold so a person should therefore make the most of his life now. High scorers hold the hedonistic belief that pleasure is the chief goal in life.

The instrument hypothesized that the above orientations will be found in a certain measure in everyone. Personality could be described as the mode, degree or extent a person's outlook would combine aspects of the various sub-scales. Thompson and Carr, using this instrument in their longitudinal study of 1,365 students, as high school freshmen in 1963 and

as seniors in 1966, found significant differences in some sub-scale value changes of only two points.⁷ Spindler summarizes it;

The traditionalist may view the emergentist as "socialistic," "communistic," "spineless and soft-headed," or "downright immoral." The emergentist may regard the traditionalist as "hidebound," "reactionary," "selfish" or "authoritarian."

Most of what representatives do may be regarded as insidious and destructive from the point of view of the other. The conflict goes beyond groups or institutions, because individuals in our transitional society are likely to hold elements of both value systems concomitantly. This is characteristic, as a matter of fact, of most students. . . . There are few "pure" types. The social character of most is split, calling for different symbols. So an ingredient of personal confusion is added that intensifies social and institutional conflict.

. . . The task then becomes one placing groups, institutions, and persons on a continuum of transformation from the one value system to other.⁸

Ideally then, the value orientation of adolescents ought to be manifested by small but persistent change on a growth continuum from the freshman to senior maturation levels. In actuality, however, this is not expected. According to Piaget's theory of cognitive development which this Study has assumed,⁹ the socialization process is not a simple accretion, therefore, vagaries of value change should be anticipated. Adolescence is the period of role experimentation. Hence, this Study will

⁷ Thompson and Carr, op. cit., p. 37.

⁸ George D. Spindler, "Education in a Transforming American Culture," in Education and Culture: Anthropological Approaches, George D. Spindler, ed. (New York: Holt, Rinehart and Winston, 1963), pp. 138-139. Spindler adds the following footnote to his statement: "Irrespective of this kind of name-calling, the dichotomy of values employed in this analysis is not the same as 'conservative' and 'liberal' or politically 'left' or 'right'. It is certainly very probably, for example, that some political liberals are traditionalists in respect to core cultural values." p. 138.

⁹ Cf. Chapter 2, pp. 26-54.

conclude orientation is evident when there is either significant agreement or difference in sub-scale value scores of freshmen and senior peer groups. Differences and agreements, statistically significant or not, between the sub-scale value scores of the sophomores and juniors with each other and the other groups are judged as manifestations of the adaptive and accommodation stages of value evolution.

REPORTING OF DATA

Data from the responses to the items in the instrument, The Differential Values Inventory, will not be reported for each item. Value orientation rather than specific situation reaction is the purpose of the Study. The responses, however, by rounded percentages and tests of significance for peer groups and Schools, are contained in Appendices (D:1 to D:7, page 210f), of this Study. To indicate value change or lack of it data here will be presented in a Table for each sub-scale value. Each Table will have three parts; reporting by peer groups, Schools and total School populations (termed "between" Schools). Responses to each sub-scale value will be presented in means and first standard deviations. Thus, both the central tendency and spread of response by each designated group to that particular value will be evident. Deviation will be indicated by the difference between the reported mean and the standardized mean (8.00).

As described in Chapter Two¹⁰ the statistical significance tests, showing whether there is homogeneous agreement in the patterns of response, will be indicated by three methods. The first, Bartlett's

¹⁰ Cf. pages 26-54

Test of Homogeneity, if not significant, will affirm that the individual members of each group (peer, School) constitute a homogeneous population for the value. The second, the F test, goes one step further; if not significant will indicate if the individual groups (peer, School) form a larger homogeneous population, e.g., all the freshmen in all the Schools become a single population. The third, the t test, is a further refinement. It will show if there exists significant agreement between groups within groups, e.g., the freshmen in a school might not agree with either the sophomores or juniors (thus making that school a non-significant population) but do so with the seniors.

It is to be noted that wherever the null hypothesis (no significant difference) is upheld, i.e., no disagreement on a value orientation, it will be concluded that if it is between peer groups at the same maturation level the value has attained its degree of normality, due to what Spindler calls the "social adjustment of the individual with his role as a member of the group."¹¹ If, however, it is common to all groups at all maturation levels it (the value) can be considered a sub-culture accommodation.

VALUE ORIENTATIONS

Both Spindler and Thompson hold that there will be little shift from a traditional value background unless the individual identifies with a peer group.¹² Value changes will begin with accommodation to the group's standards. Spindler describes it:

¹¹ Spindler, op. cit., p. 141.

¹² Spindler, op. cit., p. 140. Thompson and Carr, op. cit., pp. 48-54.

Some of them (sic, value changes) such as conformity to the group, are implicit. This value, in particular, grows out of the others, is more or less unintended, and constitutes a covert or latent value, by definition. This is, admittedly, a little like accusing a man of hating his mother, but not knowing it, and such accusations are usually rejected, or rationalized out of existence. But I believe that it is literally impossible to hold the other values in this system and avoid placing a strong emphasis on group harmony, and group control of the individual.¹³

Chapter Three of this Study in its investigation of the socioeconomic and familial backgrounds of the subjects to determine cultural baselines found that all the populations in all the Schools considered were significantly similar. The typical student is drawn from the lower-middle of upper-lower social classes. Both these social classes are committed to a traditional value system.

Since the freshmen would both in time and maturation be closest to their home culture, and, would besides have had the smallest exposure to the social climates of the Schools, and the least amount of socialization, the Study assumed that they would still be committed to the traditional values. Their collective responses, if significantly homogeneous among them in the three Schools, would provide a baseline for evaluation of the orientations values would take among the other groups, particularly the seniors. The assumption, drawn from data already reported by this Study, is also reinforced by the research of Suziedelis who in 1971 describes the young seminarian:

Excluding once again 'exceptions . . . vocations come from "good" homes, solid traditional families, usually families with firm local roots and little geographic mobility. This has some immediate psychological implications: to grow up in such a home and environment means an orderly, unruffled, uneventful path to adulthood. The environment is thus security-generating, it helps the

¹³ Spindler, op. cit., p. 141.

development of the self-concept, imparts a sense of belonging. It is also at the same time confining, with the outer fringes of self-awareness unexplored during the formative years. It is a protective and shielding environment. One knows what to do, how to be good and what is bad, but at the same time it is not the best of schools for uncertainties, the jolts, the difficulties of life, the facing of crises, the finding of one's place in the midst of strangers, the daring into the unknown which is sine qua non environment is a tidy personality package, but not necessarily one characterized by inventiveness, adaptability, flexibility, or sturdiness. The survey shows that seminarians, especially the younger ones, are more ready to accept and turn for help and advice.¹⁴

With this perspective the data for the four traditional sub-scale values and the four emergent sub-scale values will be reported in the following Tables. The evidence in them will indicate if the socialization process in the Schools effects a shift in value orientation, that is, away from the baseline manifested by the freshmen, or it only reinforces that value structure. The first to be considered is Puritan morality.

This data indicate that the peer groups in each School are in significant agreement among themselves on Puritan morality. Moreover, a comparison of the average mean of the freshmen (8.31) and that of the seniors (5.63), and the quite similar standard deviations of each, manifest a significant shift has occurred away from Puritan morality as a value norm. The freshmen by their close clustering about the theoretical mean (8.00), and only about a point difference in the range of their standard deviations (1.43 to 2.50), show that they afford a baseline for comparison by upholding the value in almost the same degree as their parental society. This conclusion from the data reinforces the evidence

¹⁴ Antanas Suziedelis, "Psychological Challenge of the Vocation," Vocational Challenge and Seminary Response (Washington, D.C., Center for Applied Research in the Apostolate, 1971), p. 3.

Table 3:1

Grouped Scores Reported in Means and First Standard Deviations
With Tests of Homogeneity for Within and Between Groups of Re-
sponses to Sixteen Items on Puritan Morality Subscale of
Traditional Value Scale

1. <u>By Peer Groups</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>t test</u>	
				<u>School</u> <u>II</u>	<u>School</u> <u>III</u>
<u>All Freshmen</u> (Bartlett: $X^2 = 5.67$ F test = 2.73)					
School I	20	7.60	1.83	2.06	0.57
School II	30	8.97	2.50		1.45
School III	15	7.93	1.43		
Total	65	8.31	2.19		
<u>All Sophomores</u> (Bartlett: $X^2 = 0.55$ F test = 15.45**)					
School I	22	6.55	1.92	3.31**	2.16**
School II	19	8.75	2.27		5.36**
School III	29	5.28	2.11		
Total	70	6.65	2.54		
<u>All Juniors</u> (Bartlett: $X^2 = 2.55$ F test = 2.44)					
School I	25	5.64	2.58	1.27	0.97
School II	20	6.75	3.16		2.17*
School III	25	4.96	2.23		
Total	70	5.71	2.74		
<u>All Seniors</u> (Bartlett: $X^2 = 1.11$ F test = 3.66*)					
School I	32	6.22	2.15	0.25	2.69*
School II	20	6.05	2.64		1.91
School III	29	4.69	2.21		
Total	81	5.63	2.40		

2. "Within" Schools

2. "Within" Schools		N	Mean	SD	Soph.	t test	
						Junior	Senior
<u>School I</u> (Bartlett: $\chi^2 = 3.09$ F test = 3.06*)							
Freshmen	20	7.60	1.82	1.77	2.80**	2.39**	
Sophomores	22	6.55	1.92		1.32	0.56	
Juniors	25	5.64	2.57			0.90	
Seniors	32	6.22	2.15				
Total		99	6.42	2.26			
<u>School II</u> (Bartlett: $\chi^2 = 2.27$ F test = 6.47**)							
Freshmen	30	8.96	2.49	0.31	2.71*	3.88**	
Sophomores	19	8.75	2.28		2.23*	3.37**	
Juniors	20	6.75	3.16			0.74	
Seniors	20	6.05	2.63				
Total		89	7.77	2.93			
<u>School III</u> (Bartlett: $\chi^2 = 3.48$ F test = 8.50**)							
Freshmen	15	7.93	1.43	4.27**	4.49**	5.02**	
Sophomores	29	5.28	2.11		0.52	1.01	
Juniors	25	4.96	2.24			0.44	
Seniors	30	4.69	2.21				
Total		99	5.43	2.36			
3. "Between" Schools (Bartlett: $\chi^2 = 7.38*$ F test = 20.27**)							
					School II	School III	
School I	99	6.42	2.26	3.55		3.01**	
School II	89	7.78	2.93			6.05**	
School III	99	5.43	2.36				
Total		287	6.51	2.69			

Confidence Level for Determining Significance

The foregoing Table and those following will have two levels of significance for confidence, namely,

1. Noted by: *Significant at 0.05
2. Noted by: **Significant at 0.01

For determination of Degrees of Freedom, the following applies:

A. Degrees of freedom for F test:

1. Peer groups: 2 df "between," and, 62-freshmen, 68-sophomores, 68-juniors, 78-seniors
2. "Within" Schools: 3 df "between," and 95-School I, 86-School II, 95-School III
3. "Between" Schools: 2 df "between," and 284 "within"

B. Degrees of Freedom for Bartlett's test for homogeneity:

1. Peer groups = 2 df
2. "Within" Schools = 3 df
3. "Between" Schools = 2 df

C. Degrees of Freedom for t test:

$N_1 + N_2 - 2$, e.g., for Peer groups number of School I freshmen ($N=20$) plus sophomores ($N=22$) minus two, so df between these two groups is 40.

The foregoing data indicate that the peer groups in each School are in significant agreement among themselves on Puritan morality. Moreover, a comparison of the average mean of the freshmen (8.31) and that of the seniors (5.63), and the quite similar standard deviations of each, manifest a significant shift has occurred away from Puritan morality as a value norm. The freshmen by their close clustering about the theoretical mean (8.00), and only about a point difference in the range of their standard deviations (1.43 to 2.50), show that they afford a baseline for comparison by upholding the value in almost the same degree as their parental society. This conclusion from the data reinforces the evidence

which indicated that the subjects are drawn from quite similar home cultures. The closeness of the response patterns of the freshmen could also be witness that even after almost a year in the new social climate the home culture still acted as a restraint on change.

The shift away from Puritan morality begins with the sophomores. In all three Schools the sophomore groups are remarkably close in response patterns to the Puritan morality items (greater than 0.98 in the distribution scale of the Chi square). Yet, their accommodation rate of the value is by no means even. While both School I and III groups have become liberal the sophomores in School II still stand with their freshmen. Both the range of means (5.28 to 8.75) and the spread of standard deviation for each mean (1.92 to 2.27) show there is close group accommodation, that is, within groups but not between them.

Among the juniors there is no question of both within and between group agreement. The juniors as a maturation level peer group have turned away from Puritan morality as a value dominating judgments. Nevertheless, the data show the accommodation was not simple, since standard deviations comparably are large. School II, particularly, has not disagreed with its sophomores significantly.

The seniors establish by their responses the trend away from Puritan morality. The average mean for this group is 5.65; a difference of 2.37 scale points is found from the theoretical mean of 8.00. The seniors, however, do not form a homogeneous population on the trend simply because one School (School III with a mean: 4.69) has shifted more than the other two Schools (School II with a mean: 6.05 and School I with a mean: 6.22). It can be concluded, nevertheless, that there is a significant change of value orientation since in all the Schools there are

significant change of value orientation since in all the Schools there are significant differences between the seniors and the freshmen peer groups. On the basis of the data here it can be concluded, also, that the accommodation takes place sometime during the sophomore maturation period, since all the junior groups are in significant agreement with the seniors.

The next traditional value sub-scale, work success, can be considered a specification of the more generic value orientation, Puritan morality. The following Table gives the results of the responses to the sixteen items of the instrument depicting this value sub-scale.

The response pattern to the work success ethic indicates that at the freshmen maturation level there is significant agreement that hard work will achieve success in life. Each senior (and junior) group in each School significantly disagrees. From this it can be concluded that there is a shift in orientation away from this traditional value. The change, however, is not uniform. Though each peer group forms a homogeneous population there is much diversity. Each School proceeds at a different rate and in a different pattern. School I alone shows some consistency after the sophomore year, and actually adjusts to the theoretical mean of 8.00 (average mean for the School is 7.79). School III changes at about a scale point each year (range is 8.13 for freshmen, and 4.93 for the seniors). School II is rather erratic. The sophomores, for instance, actually score higher in the value than the freshmen (10.90 to 10.00), and do so with a narrow standard deviation (1.97). Accommodation then is sudden. The juniors' mean is a 3 scale point difference (7.20) and is below the theoretical mean. The seniors here hold it there with only a .05 change.

Table 3:2

Grouped Scores Reported in Means and First Standard Deviations With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Work Success Subscale of Traditional Value Scale

1. <u>By Peer Groups</u>	N	Mean	SD	<u>t test</u>	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 0.02$ F test = 2.97)					
School I	20	9.60	2.35	0.57	1.74
School II	30	10.00	2.38		2.40*
School III	15	8.13	2.44		
Total	65	9.44	2.49		
<u>All Sophomores</u> (Bartlett: $X^2 = 1.57$ F test = 21.88**)					
School I	22	7.59	2.42	4.71**	1.81
School II	19	10.90	1.97		6.61**
School III	29	6.27	2.58		
Total	70	7.98	3.04		
<u>All Juniors</u> (Bartlett: $X^2 = 5.11$ F test = 2.52)					
School I	25	7.40	1.96	0.25	2.37*
School II	20	7.20	3.21		1.54
School III	25	5.84	2.55		
Total	70	6.78	2.68		
<u>All Seniors</u> (Bartlett: $X^2 = 1.94$ F test = 7.97**)					
School I	32	7.12	2.19	0.04	3.46**
School II	20	7.15	2.03		3.08**
School III	29	4.93	2.66		
Total	81	6.34	2.56		

2. "Within" Schools

2. "Within" Schools		N	Mean	SD	Soph.	t test	
						Junior	Senior
School I (Bartlett: $X^2 = 1.16$ F test = 5.45**							
Freshmen	20	9.60	2.35	2.65*	3.34**	3.77**	
Sophomores	22	7.59	2.42		0.29	0.72	
Juniors	25	7.40	1.96			0.48	
Seniors	32	7.12	2.19				
Total		99	7.79	2.40			
School II (Bartlett: $X^2 = 6.08$ F test = 12.54**							
Freshmen	30	10.00	2.38	1.37	3.46**	4.30**	
Sophomores	19	10.90	1.97		4.27**	5.77**	
Juniors	20	7.20	3.21			0.05	
Seniors	20	7.15	2.03				
Total		89	8.97	2.93			
School III (Bartlett: $X^2 = 0.13$ F test = 4.99**)							
Freshmen	15	8.13	2.44	2.24*	2.72**	3.79**	
Sophomores	29	6.27	2.58		0.60	1.91	
Juniors	25	5.84	2.55			1.25	
Seniors	30	4.93	2.66				
Total		99	6.05	2.77			
3. "Between" Schools (Bartlett: $X^2 = 3.78$ F test = 27.08**)							
					School II	School III	
School I	99	7.79	2.41	2.93**		4.69**	
School II	89	8.94	2.93			6.91**	
School III	99	6.05	2.77				
Total		287	7.56	2.95			

The three different modes of accommodating this value point to the influence of role models. This conclusion is reinforced by the fact that even with a diverse pattern of response each peer group remained in close agreement. From this it could follow that work success as a value is more closely related to the immediate social climate than to any cultural determination. This could, however, be contravened by response to the sub-scale Individualism; the results of which follow.

This Study already has offered evidence that the adolescent subjects were convinced of their independence and individuality. They were very certain that they acted and judged without conforming to group or social pressures.¹⁵ The responses to the value sub-scale individualism, in the following Table, would confirm this conviction. Every group, on every maturation level and in all the Schools significantly agree. Moreover, the range of the standard deviation (average is 2.19) is quite narrow, indicating a close clustering of scores on the items depicting individualism in the instrument.

There is, however, a small but steady erosion of the value orientation manifested. It is shown in the scale change of means. The freshmen mean of 9.26 shifts among all groups down to a senior average of 8.70. The change brings the average closer to the 8.00 mean. It is to be noted, too, that the senior average mean (8.70) is practically identical with the mean Thompson and Carr (1966) found among their high school seniors (8.78).¹⁶

¹⁵ Cf. pp.

¹⁶ Thompson and Carr, op. cit., p. 37.

Table 3:3

Grouped Scores Reported in Means and First Standard Deviations With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Individualism Subscale of Traditional Value Scale

1. By Peer Groups	N	Mean	SD	t test	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 1.85$ F test = 0.44)					
School I	20	10.00	2.45	0.95	0.23
School II	30	9.40	1.91		0.59
School III	15	9.80	2.46		
Total	65	9.67	2.23		
<u>All Sophomores</u> (Bartlett: $X^2 = 1.61$ F test = 0.88)					
School I	22	9.36	2.01	0.47	0.80
School II	19	9.65	1.74		1.27
School III	29	8.86	2.27		
Total	70	9.23	2.08		
<u>All Juniors</u> (Bartlett: $X^2 = 2.75$ F test = 1.99)					
School I	25	9.16	2.42	0.55	1.51
School II	20	9.60	2.78		1.94
School III	25	8.20	1.93		
Total	70	8.94	2.44		
<u>All Seniors</u> (Bartlett: $X^2 = 2.60$ F test = 1.89)					
School I	32	8.81	1.59	0.81	1.35
School II	20	9.25	2.21		1.75
School III	29	8.21	1.85		
Total	81	8.70	1.89		

2. "Within" Schools

2. "Within" Schools	N	Mean	SD	Soph.	t test Junior	Senior
<u>School I</u> (Bartlett: $X^2 = 6.10$ F test = 1.29)						
Freshmen	20	10.00	2.45	0.90	1.12	2.07*
Sophomores	22	9.36	2.01		0.30	1.10
Juniors	25	9.16	2.43			0.64
Seniors	32	8.81	1.59			
Total	99	9.26	2.14			
<u>School II</u> (Bartlett: $X^2 = 5.18$ F test = 0.14)						
Freshmen	30	9.40	1.91	0.46	0.29	0.25
Sophomores	19	9.65	1.74		0.66	0.62
Juniors	20	9.60	2.78			0.43
Seniors	20	9.25	2.21			
Total	89	9.46	2.17			
<u>School III</u> (Bartlett: $X^2 = 2.28$ F test = 2.29)						
Freshmen	15	9.80	2.45	1.22	2.22*	2.36*
Sophomores	29	8.86	2.28		1.12	1.18
Juniors	25	8.20	1.94			0.13
Seniors	30	8.21	1.84			
Total	99	8.64	2.18			
3. "Between" Schools						
(Bartlett: $X^2 = 0.03$ F test = 3.71*)				School II	School III	
School I	99	9.26	2.14	0.64	2.00*	
School II	89	9.46	2.17		2.57*	
School III	99	8.64	2.18			
Total	287	9.12	2.19			

It can be concluded from the small shift that the socialization process effects some change in the conviction of individualism. Since it is an orientation away from the baseline manifested by the freshmen it can be considered an effect of the school climate, of peer group identification. It would seem that adolescence begins then with a need to "feel" free and individual, and this is somewhat adjusted by maturation.

The response patterns to the last of the traditional values, future time orientation will be considered next.

Since an early role commitment, e.g., to the ministry, would seem to presuppose both a readiness for sustained effort and an acceptance of delayed gratification, it was expected that in responding to the value sub-scale future time orientation the subjects would manifest significant differences with their non-seminary peers, that is, the average adolescent. In part this assumption was positively resolved. All the peer groups formed homogeneous populations in their response patterns, and, the average mean for each maturation level was above the theoretical normal 8.00. Yet, as with the work success ethic, the effect of the immediate social climate was apparent in the response pattern of each School.

School I was (as before) very consistent, making no significant shift in its four years. Its mean range is 9.65 to 9.15. School II (as before) showed its sophomores scoring even higher than its freshmen (10.03 to 10.90). Then at the junior level a significant change occurs, and little change at the senior level. Though School III is not as abrupt in its changes as it was in judging items relating to work success, nevertheless, results indicate an erosion from above normal orientation to below normal.

Table 3:4

Grouped Scores Reported in Means and First Standard Deviations With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Future Time Orientation Subscale of Traditional Value Scale

1. <u>By Peer Groups</u>	N	Mean	SD	<u>t test</u>	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 0.45$ F test = 0.89)					
School I	20	9.65	2.67	0.45	0.90
School II	30	10.03	3.02		1.30
School III	15	8.80	2.68		
Total	65	9.63	2.88		
<u>All Sophomores</u> (Bartlett: $X^2 = 0.52$ F test = 14.41**)					
School I	22	9.68	2.26	1.57	3.69**
School II	19	10.90	2.62		5.04**
School III	29	7.24	2.31		
Total	70	9.02	2.85		
<u>All Juniors</u> (Bartlett: $X^2 = 2.27$ F test = 2.24)					
School I	25	8.80	2.19	0.18	1.89
School II	20	8.95	3.02		1.71
School III	25	7.44	2.74		
Total	70	8.35	2.73		
<u>All Seniors</u> (Bartlett: $X^2 = 3.38$ F test = 10.20**)					
School I	32	9.15	2.25	0.06	4.05**
School II	20	9.20	2.67		3.30**
School III	29	6.27	3.17		
Total	81	8.13	3.05		

2. "Within" Schools

2. "Within" Schools	N	Mean	SD	Soph	t test Junior	Senior
<u>School I</u> (Bartlett: $X^2 = 1.03$ F test - 0.73)						
Freshmen	20	9.65	2.67	0.04	1.14	0.70
Sophomores	22	9.68	2.26		1.32	0.82
Juniors	25	8.80	2.19			0.58
Seniors	32	9.15	2.25			
Total	99	9.28	2.35			
<u>School II</u> (Bartlett: $X^2 = 0.72$ F test = 1.84)						
Freshmen	30	10.03	3.02	1.02	1.21	0.97
Sophomores	19	10.90	2.62		2.12*	1.97
Juniors	20	8.95	3.02			0.27
Seniors	20	9.20	2.67			
Total	89	9.80	2.95			
<u>School III</u> (Bartlett: $X^2 = 2.71$ F test = 2.72)						
Freshmen	15	8.80	2.68	1.95	1.49	2.57*
Sophomores	29	7.24	2.31		0.28	1.30
Juniors	25	7.44	2.74			1.40
Seniors	30	6.27	3.17			
Total	99	7.24	2.87			
3. "Between" Schools						
(Bartlett: $X^2 = 5.51$ F test = 23.13**)				School II	School III	
School I	99	9.28	2.35	1.32	5.41**	
School II	89	9.80	2.95		5.97**	
School III	99	7.24	2.87			
Total	287	8.74	2.94			

Though there is an over-all shift from traditional to emergent orientation in this value the developmental patterns are uneven. In Schools I and II the seniors are above the theoretical normal mean and in School III they are below it. It is again concluded, therefore, that in regard to this value its orientation is more the result of the local social climate than an effect of the sub-culture.

The Study will now consider the response patterns to the emergent values, beginning with sociability.

The sub-scale sociability response patterns manifest a strong and persistent value shift at the different maturation levels. Among every peer group in each of the social climates there is a definite change from a near normal baseline (average mean for freshmen is 8.38, to a 10.72 for seniors) with a stable deviation spread for each (2.44 for the freshmen, 2.23 for the seniors).

The freshmen groups, however, do not form a homogeneous population because the freshmen in School III have already subscribed to a scale point and half (mean: 9.66) shift from the center (8.00). Yet, the over-all orientation of the maturation groups is significant since at the junior maturation level the freshmen in all Schools form a significantly different response population.

Trends of change, however, reflect the social climate of the Schools, as already manifested with various traditional values as work success and future time orientation. School II still lags behind the other two Schools in accommodation, that is, its sophomores are closer to its freshmen than to its juniors. In this instance the similarity is close (freshmen mean is 7.70, sophomore mean is 7.60), and it took a

Table 3:5

Grouped Scores Reported in Means and First Standard Deviations with Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Sociability Subscale of Emergent Value Scale

1. <u>By Peer Groups</u>	N	Mean	SD	<u>t test</u>	
				School II	School III
<u>All Freshmen</u> (Bartlett: $\chi^2 = 2.49$ F test = 3.43*)					
School I	20	8.45	2.76	1.04	1.42
School II	30	7.70	2.19		2.90*
School III	15	9.66	1.88		
Total	65	8.38	2.44		
<u>All Sophomores</u> (Bartlett: $\chi^2 = 5.28$ F test = 4.26**)					
School I	22	9.95	1.91	2.86**	0.60
School II	19	7.60	3.18		2.14*
School III	29	9.51	2.89		
Total	70	9.11	2.89		
<u>All Juniors</u> (Bartlett: $\chi^2 = 0.37$ F test = 3.78*)					
School I	25	10.36	2.44	1.45	1.32
School II	20	9.30	2.28		2.85**
School III	25	11.24	2.15		
Total	70	10.37	2.42		
<u>All Seniors</u> (Bartlett: $\chi^2 = 0.13$ F test = 2.38)					
School I	32	10.81	2.09	1.53	0.77
School II	20	9.85	2.26		2.11*
School III	29	11.24	2.17		
Total	81	10.72	2.23		

2. "Within" Schools

	N	Mean	SD	Soph.	t test Junior	Senior
<u>School I</u> (Bartlett: $X^2 = 3.32$ F test = 4.36**)						
Freshmen	20	8.45	2.76	2.01*	2.40*	3.41**
Sophomores	22	9.95	1.91		0.61	1.50
Juniors	25	10.36	2.44			0.73
Seniors	32	10.81	2.09			
Total	99	10.03	2.45			
<u>School II</u> (Bartlett: $X^2 = 4.09$ F test = 4.38*)						
Freshmen	30	7.70	2.19	0.12	2.43*	3.28*
Sophomores	19	7.60	3.18		1.89	2.51*
Juniors	20	9.30	2.28			0.74
Seniors	20	9.85	2.26			
Total	89	8.51	2.66			
<u>School III</u> (Bartlett: $X^2 = 4.53$ F test = 3.87*)						
Freshmen	15	9.66	1.88	0.17	2.27*	2.32*
Sophomores	29	9.51	2.89		2.40*	2.51*
Juniors	25	11.24	2.15			0.02
Seniors	30	11.24	2.17			
Total	99	10.49	2.51			
3. "Between" Schools (Bartlett: $X^2 = 0.65$ F test = 15.25**)						
				School II	School III	
School I	99	10.03	2.45	4.05**	1.29	
School II	89	8.51	2.66		5.21**	
School III	99	10.49	2.51			
Total	287	9.71	2.67			

standard deviation of 3.18 to even attain this. It is to be noted that sophomores in School III also remain close to its freshmen.

It is concluded from the data that at the junior levels in all the Schools the value sociability has established itself as a dominant value, but retains a sensitivity to local social climates.

The next emergent value is moral relativism. The data follow in Table 3:6. This data indicate that the socialization process in all three Schools results in an increasing appreciation, expressed at each maturation level, that the norms of individualism and personal independence must be compromised with moral and ethical standards. What could be manifested by the response patterns to the value moral relativism is the educative process itself, since rejecting this value assumes assimilation of principles.

The freshmen form a homogeneous group in their conviction that there should be a wide latitude in evaluating ethical situations (average mean for the group is 6.29). Accommodation, however, of this conviction begins at the sophomore level. The F test shows that while the sophomores make up a peer group at each School they do not between Schools. Yet, in each School there is a significant difference between them and the junior peer groups.

The juniors are in significant agreement on balancing moral relativism with dogmatism. The range of their score means is a little above and a little below the average theoretical mean of 8.00 (range is 7.96 to 9.20). Equilibration, however, is most evident among the senior peer groups. The range of their means of response patterns is most narrow (8.25 to 8.43), and almost coincides with the standardized mean of 8.00.

Table 3:6

Grouped Scores Reported in Means and First Standard Deviations With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Moral Relativism Subscale of Emergent Value Scale

1. <u>By Peer Groups</u>	N	Mean	SD	t test	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 1.52$ F test = 0.96)					
School I	20	5.90	2.70	0.37	1.21
School II	30	6.16	2.17		1.16
School III	15	7.06	2.76		
Total	65	6.29	2.52		
<u>All Sophomores</u> (Bartlett: $X^2 = 7.64^*$ F test = 14.09**)					
School I	22	7.31	2.11	1.66	3.66**
School II	19	6.10	2.50		5.34**
School III	29	9.17	1.41		
Total	70	7.73	2.37		
<u>All Juniors</u> (Bartlett: $X^2 = 4.91$ F test = 1.48)					
School I	25	7.96	2.39	0.21	1.88
School II	20	8.15	3.41		1.22
School III	25	9.20	2.17		
Total	70	8.45	2.71		
<u>All Seniors</u> (Bartlett: $X^2 = 2.46$ F test = 0.03)					
School I	32	8.43	2.13	0.29	0.19
School II	20	8.25	2.25		0.07
School III	29	8.31	2.81		
Total	81	8.34	2.43		

2. "Within" Schools

2. "Within" Schools		N	Mean	SD	t test		
					Soph.	Junior	Senior
<u>School I</u> (Bartlett: $X^2 = 1.71$ F test = 5.04**)							
Freshmen	20	5.90	2.70	1.85	2.65*	3.68**	
Sophomores	22	7.31	2.11		0.94	1.86	
Juniors	25	7.96	2.39			0.78	
Seniors	32	8.43	2.13				
Total		99	7.55	2.49			
<u>School II</u> (Bartlett: $X^2 = 5.63$ F test = 4.49**)							
Freshmen	30	6.16	2.17	0.98	2.45*	3.20**	
Sophomores	19	6.10	2.50		2.11*	2.77**	
Juniors	20	8.15	3.41			0.10	
Seniors	20	8.25	2.25				
Total		89	7.05	2.78			
<u>School III</u> (Bartlett: $X^2 = 3.41$ F test = 3.37*)							
Freshmen	15	7.06	2.76	3.36**	2.63*	1.36	
Sophomores	29	9.17	1.41		0.55	1.44	
Juniors	25	9.20	2.17			1.26	
Seniors	30	8.31	2.81				
Total		99	8.60	2.42			
3. "Between" Schools (Bartlett: $X^2 = 1.93$ F test = 8.87**)							
					School II	School III	
School I	99	7.55	2.49		1.29	2.96**	
School II	89	7.05	2.78			4.04**	
School II	99	8.60	2.42				
		287	7.75	2.64			

Table 3:7

Grouped Scores Reported in Means and First Standard Deviation With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Conformity Subscale of Emergent Value Scale

1. <u>By Peer Groups</u>	N	Means	SD	<u>t test</u>	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 2.18$ F test = 0.67)					
School I	20	4.00	1.94	0.50	0.62
School II	30	3.73	1.69		1.16
School III	15	4.46	2.36		
Total	65	3.98	1.96		
<u>All Sophomores</u> (Bartlett: $X^2 = 2.84$ F test = 5.09**)					
School I	22	4.36	1.55	2.06*	1.27
School II	19	3.30	1.70		2.99**
School III	29	5.06	2.16		
Total	70	4.35	2.00		
<u>All Juniors</u> (Bartlett: $X^2 = 0.25$ F test = 0.28)					
School I	25	5.28	2.53	0.65	0.05
School II	20	4.75	2.79		0.66
School III	25	5.32	2.78		
Total	70	5.14	2.71		
<u>All Seniors</u> (Bartlett: $X^2 = 0.22$ F test = 0.52)					
School I	32	4.00	1.98	0.98	0.62
School II	10	4.55	1.83		0.44
School III	29	4.31	1.84		
Total	81	4.24	1.90		

2. "Within" Schools

	N	Mean	SD	Soph.	t test	
					Junior	Senior
<u>School I</u> (Bartlett: $X^2 = 5.30$ F test = 2.10)						
Freshmen	20	4.00	1.94	0.65	1.81	0.00
Sophomores	22	4.36	1.55		1.43	0.70
Juniors	25	5.28	2.53			2.09*
Seniors	32	4.00	1.98			
Total	99	4.40	2.11			
<u>School II</u> (Bartlett: $X^2 = 7.77$ F test = 2.27)						
Freshmen	30	3.73	1.69	0.86	1.57	1.58
Sophomores	19	3.30	1.70		1.93	2.17
Juniors	20	4.75	2.79			0.26
Seniors	20	4.55	1.83			
Total	89	4.04	2.09			
<u>School III</u> (Bartlett: $X^2 = 4.51$ F test = 1.06)						
Freshmen	15	4.46	2.36	0.82	0.96	0.23
Sophomores	29	5.06	2.16		0.36	1.41
Juniors	25	5.32	2.78			1.56
Seniors	30	4.31	1.84			
Total	99	4.81	2.32			
3. "Between" Schools (Bartlett: $X^2 = 1.23$ F test = 2.91)						
				School II		School III
School I	99	4.40	2.11	1.16		1.29
School II	89	4.04	2.09			2.37*
School III	99	4.81	2.32			
Total	287	4.43	2.20			

It can be concluded that both peer pressure and the educative process encourage adaptation of early adolescent individualism. Data from the following Table, which reports the response patterns of the sub-scale conformity ought, however, to be considered in this regard.

The results of the response patterns to the sub-scale value conformity are consistent with those to the value individualism. It would seem that the adolescent perceives this emergent value quite negatively. There is little or not appreciable development at any of the maturation levels toward the mean of the parent culture. The School climates, it would seem, only reinforce the baseline exhibited by the freshmen. Their total mean is 3.98, with a standard deviation of 1.96. For the seniors the total mean is 4.24, with a standard deviation of 1.90. Hence, there is less than a quarter of a scale point difference, and the deviation spread almost identical.

The little shifts that do occur, as the data show at the sophomore level, are due to one School (School II) shifting more than the other two in rejecting the value.

Since the Schools do have educational policies that imply acceptance of conformity, and the subjects have committed themselves to a vocation, the ministry, that by its very nature (faith) assumes conformity, it would seem that the subjects are rejecting both. What is manifested is a value orientation of the adolescent sub-culture over ruling that of the parent culture. This conclusion is borne out, it would appear, by the findings of Thompson and Carr. The mean of their seniors for this value was 5.16.¹⁷ However, since this value response is out of proportion to the

¹⁷ Thompson and Carr, op. cit., p. 37.

Table 3:8

Grouped Scores Reported in Means and First Standard Deviations With Tests of Homogeneity for Within and Between Groups of Responses to Sixteen Items on Present Time Orientation Subscale of Emergent Value Scale

1. <u>By Peer Group</u>	N	Mean	SD	<u>t test</u>	
				School II	School III
<u>All Freshmen</u> (Bartlett: $X^2 = 0.43$ F test = 1.25)					
School I	20	6.05	2.39	1.49	0.36
School II	30	4.90	2.78		0.97
School III	15	5.73	2.48		
Total	65	5.44	2.63		
<u>All Sophomores</u> (Bartlett: $X^2 = 7.38^*$ F test = 5.81**)					
School I	22	6.77	2.66	3.00**	0.25
School II	19	4.70	1.48		3.39**
School III	29	6.96	2.64		
Total	70	6.26	2.57		
<u>All Juniors</u> (Bartlett: $X^2 = 2.10$ F test = 0.42)					
School I	25	7.84	2.63	0.33	0.94
School II	20	8.15	3.46		0.49
School III	25	8.68	3.44		
Total	70	8.22	3.20		
<u>All Seniors</u> (Bartlett: $X^2 = 2.44$ F test = 0.10)					
School I	32	7.40	1.80	0.35	0.43
School II	20	7.20	2.33		0.04
School III	29	7.17	2.35		
Total	81	7.27	2.14		

2. "Within" Schools

2. "Within" Schools	N	Mean	SD	Soph.	t test Junior	Senior
<u>School I</u> (Bartlett: $\chi^2 = 5.01$ F test = 2.37)						
Freshmen	20	6.05	2.39	0.89	2.30*	2.27*
Sophomores	22	6.77	2.66		1.35	1.02
Juniors	25	7.84	2.63			0.72
Seniors	32	7.40	1.80			
Total	99	7.10	2.43			
<u>School II</u> (Bartlett: $\chi^2 = 12.60^{**}$ F test = 8.83**)						
Freshmen	30	4.90	2.73	0.29	3.61**	3.02**
Sophomores	19	4.70	1.48		3.98**	3.93**
Juniors	20	8.15	3.46			0.99
Seniors	10	7.20	2.33			
Total	89	6.08	2.99			
<u>School III</u> (Bartlett: $\chi^2 = 4.37$ F test = 3.66**)						
Freshmen	15	5.73	2.48	1.46	2.81**	1.84
Sophomores	29	6.96	2.64		2.02*	0.30
Juniors	25	8.68	3.44			1.86
Seniors	30	7.17	2.35			
Total	99	7.27	2.93			
3. "Between" Schools (Bartlett: $\chi^2 = 4.67$ F test = 4.82**)						
				School II	School III	
School I	99	7.10	2.43	2.54*	0.45	
School II	89	6.08	2.99		2.72**	
School III	99	7.27	2.93			
Total	287	6.84	2.84			

rest of the value responses (all of them are within two deviation points of the theoretical mean 8.00), it could be that the reaction to conformity is more an expression of independence than a norm for behavior.

The reaction to the sub-scale present time orientation indicate that the freshmen provide a baseline for judging the change in attitude toward the value. The total mean for the freshmen is 5.44. Moreover they are in significant agreement both within and between Schools. Accommodation begins, however, immediately above their maturation level.

The problem of weighing immediate gratification with deferred reward is not immediately resolved by the sophomores. They remain as individuals both within their academic classes and between Schools. The juniors have settled the matter, and are in significant agreement in the solution. They shift so far from the freshman baseline that their total mean (8.22) is above the theoretical mean of 8.00. It might have been an over-compensation since the senior total mean (7.27) is a scale point below the theoretical mean. The seniors manifest a very close range in their means (7.17 to 7.40).

From this it would follow that even though adolescence seems to encourage present time orientation the social climates act as restraining and motivating forces. Yet, it must be concluded that while the subjects exhibit no hedonistic outlook they also do not want an extended delay in receiving rewards.

GRAPHIC SUMMARY

The following four Figures were constructed, one for each peer group by utilizing the mean scores and standard deviations of each peer groups'

distribution of responses to the four Traditional and four Emergent sub-scale values of the Differential Values Inventory, as reported in Tables 3:1 to 3:8.

The Figures illustrate, first, the range of response agreement of approximately two thirds of the members of each peer group (one standard deviation), as measured by the Sub-Scale Scores, to each of the values, e.g., Puritan morality, work success, etc., and, second, the group position (mean) in relation to the standardized mean of 8.00. The lower the mean to a Traditional Value the higher the orientation toward emergent values, and the higher the mean the stronger the orientation for that traditional value. The opposite holds for the Emergent Values.

As indicated on each Figure, the deviations are shown by a distinctive design for the plus and for the minus deviations. The range is the combined length. The mean is the line separating the deviations. Hence, visually, the orientation of each peer group, individually and collectively, toward each value is manifested. Deviation is shown by distance from "average" mean or from the means of other groups. The shorter the deviation spread the stronger is the agreement within the group. Comparison of the spreads will illustrate the degree of over-lap of agreement between groups.

CONCLUSION

The data from the eight traditional/emergent value sub-scales reported in this Chapter indicate that the individual subject in the American high school seminary identifies to a significant degree with his peer group in socializing value norms. Bartlett's Test of Homogeneity shows

Figure 2:1

THE MEANS AND FIRST STANDARD DEVIATIONS OF THE HIGH SCHOOL
FRESHMEN ON THE TRADITIONAL/EMERGENT VALUE SUBSCALES

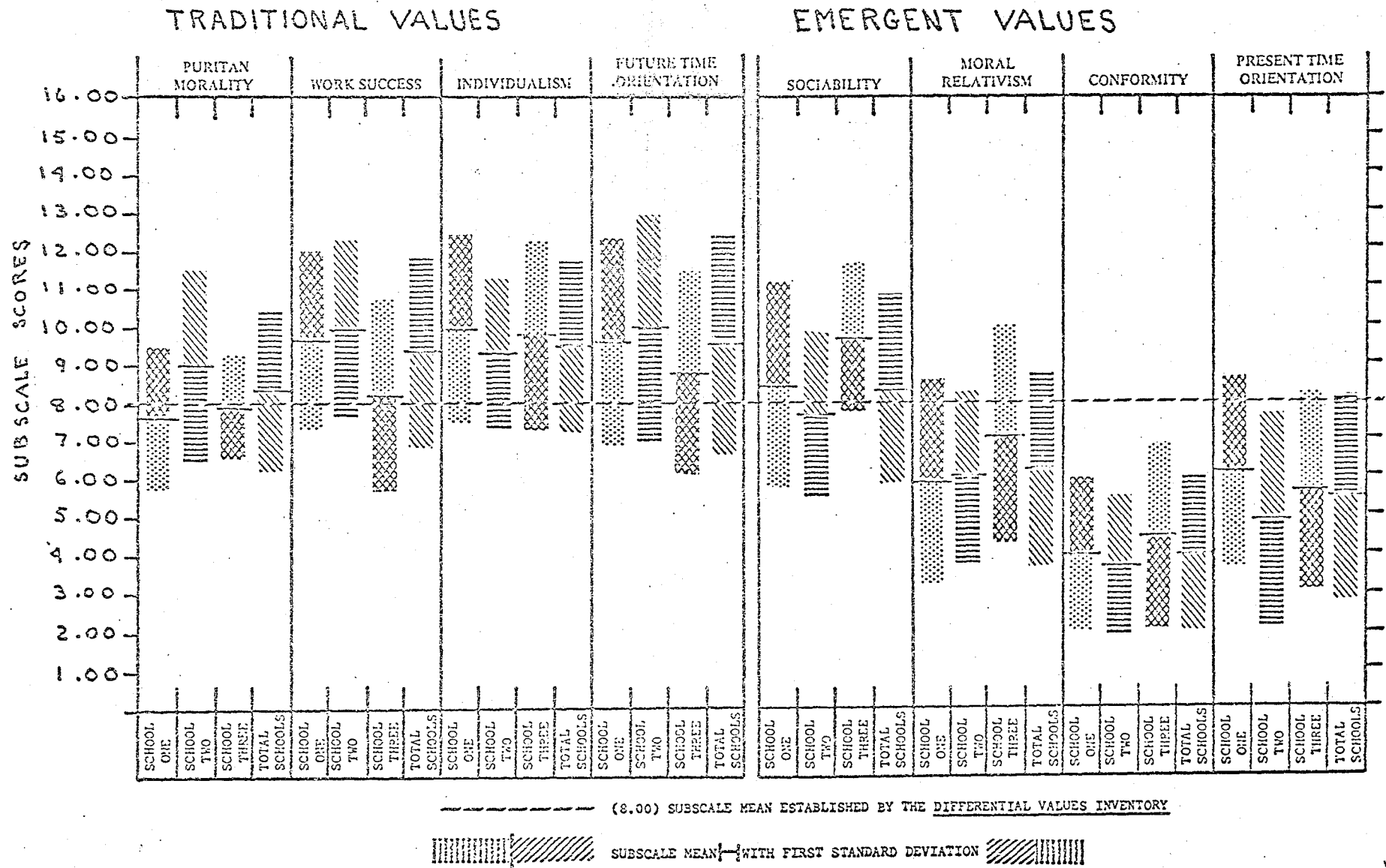


Figure 2:2

THE MEANS AND FIRST STANDARD DEVIATIONS OF THE HIGH SCHOOL
SOPHOMORES ON THE TRADITIONAL/EMERGENT VALUE SUBSCALES

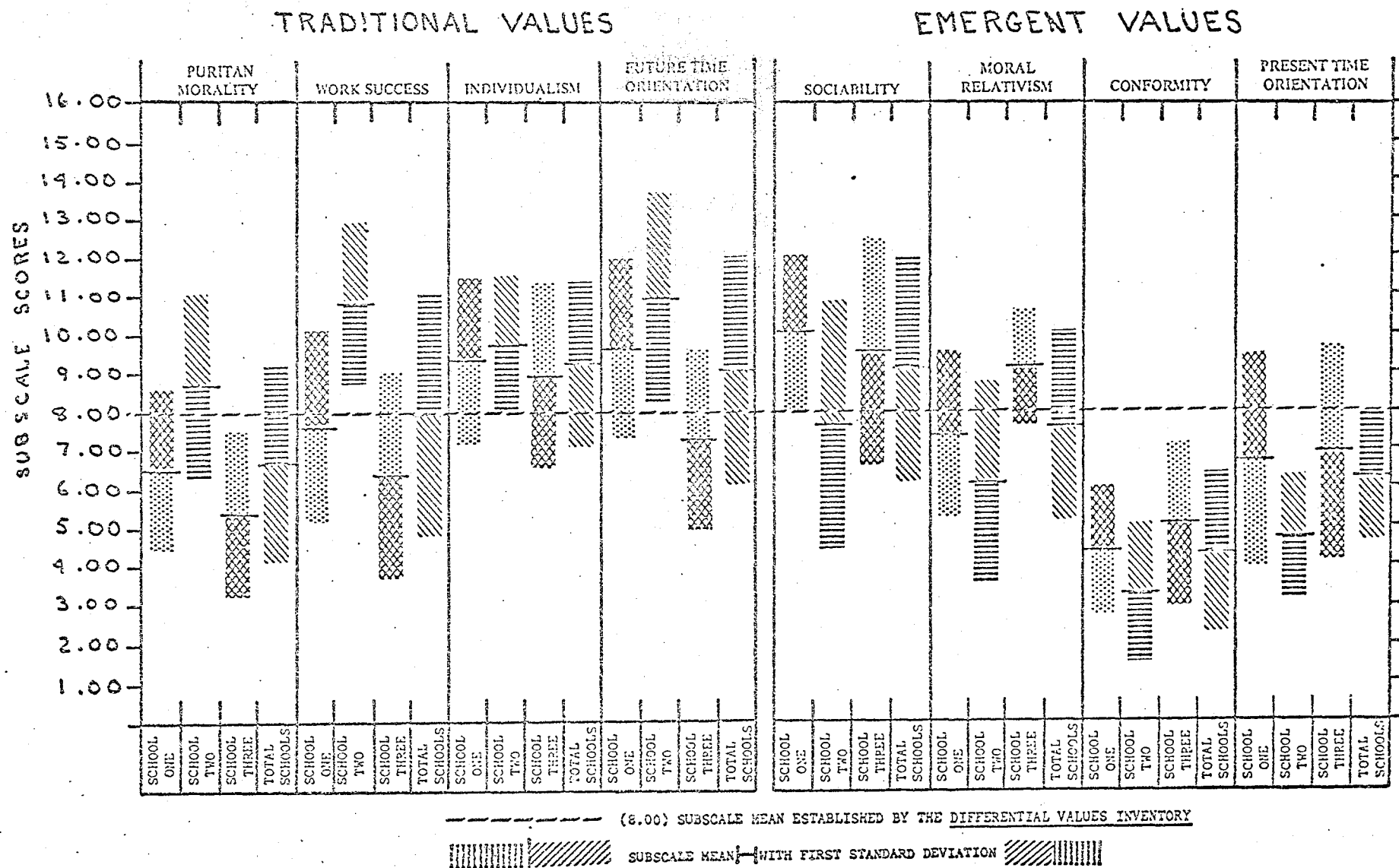


Figure 2:3

THE MEANS AND FIRST STANDARD DEVIATIONS OF THE HIGH SCHOOL
JUNIORS ON THE TRADITIONAL/EMERGENT VALUE SUBSCALES

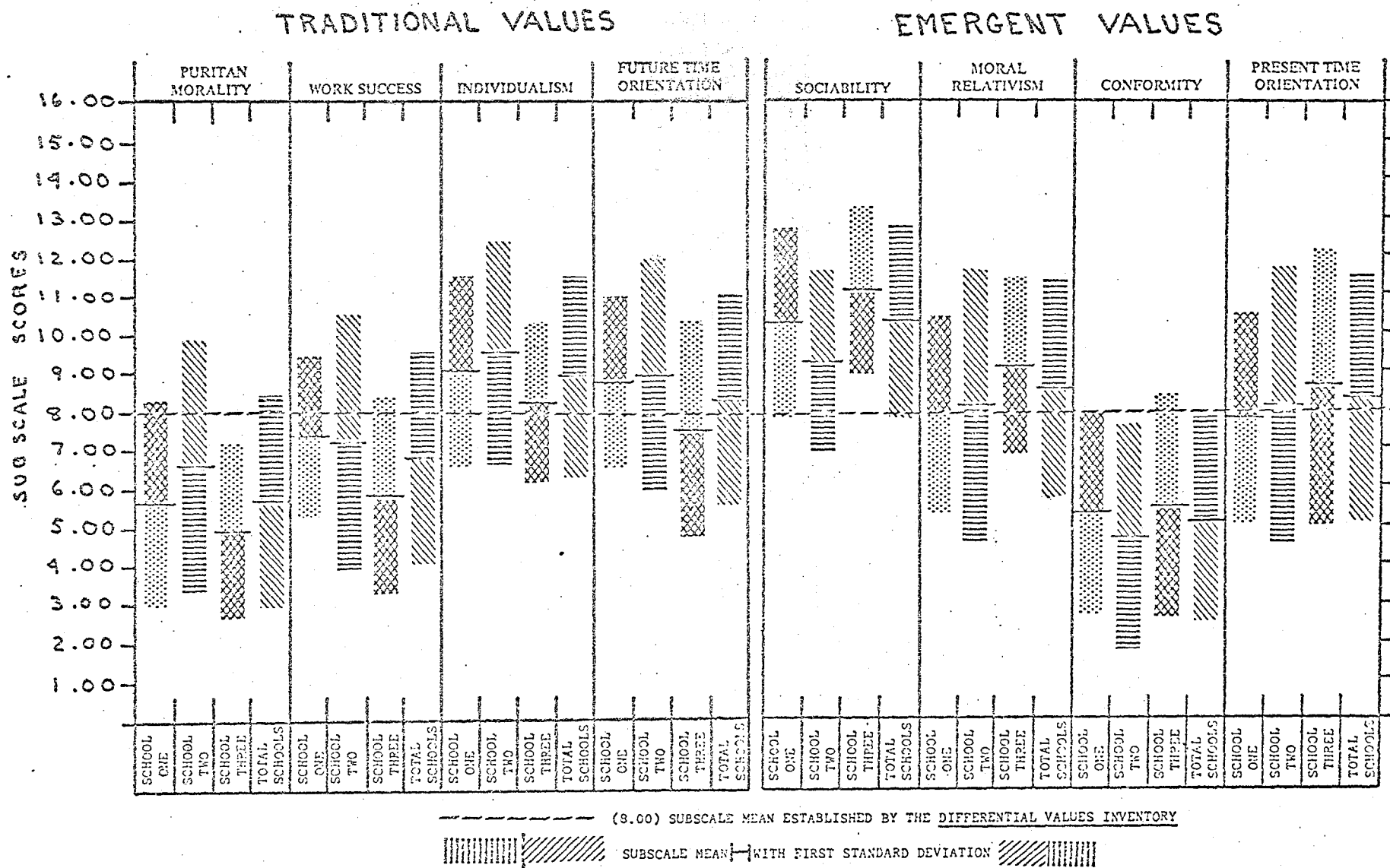
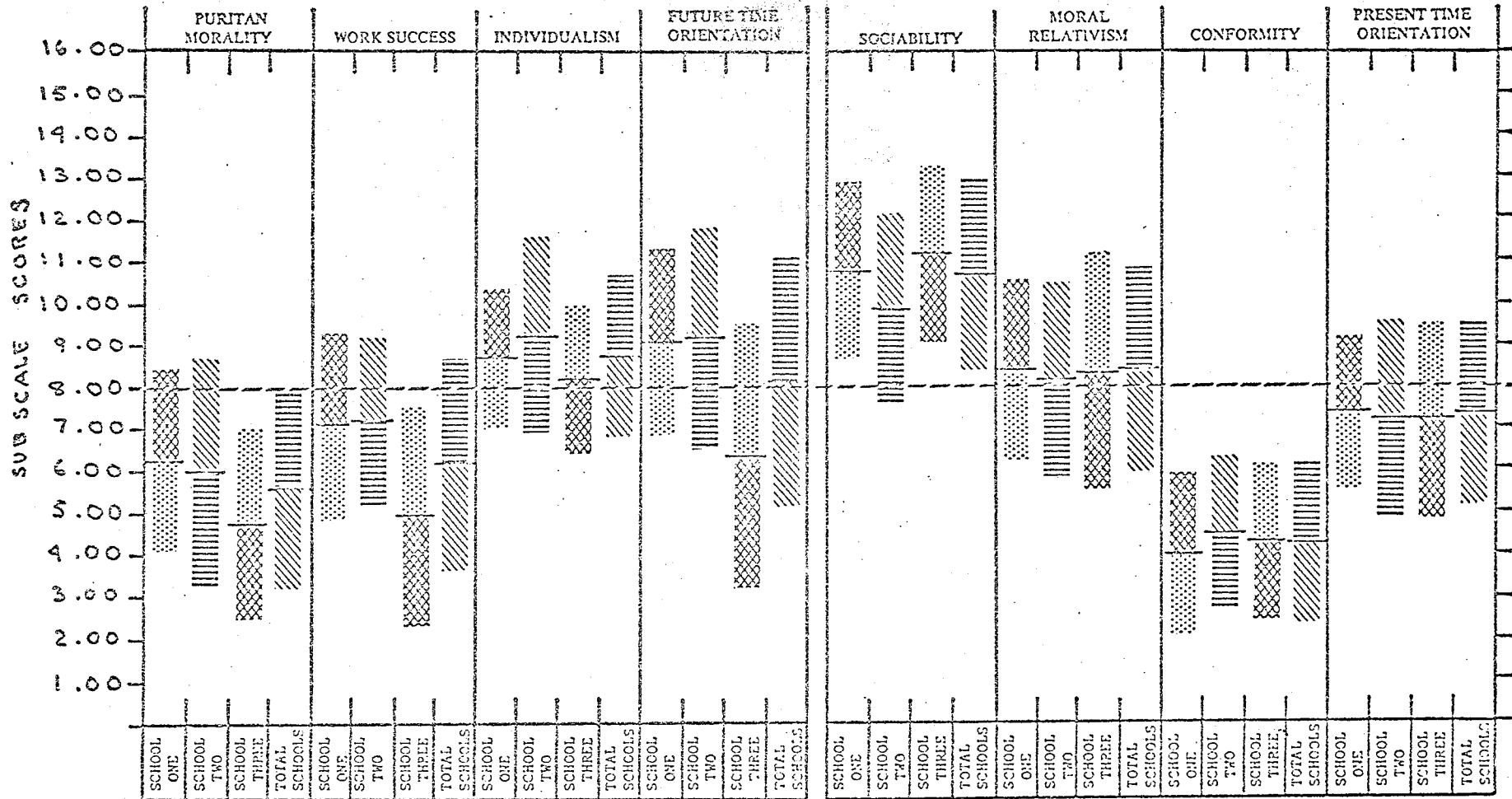


Figure 2:4


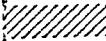


THE MEANS AND FIRST STANDARD DEVIATIONS OF THE HIGH SCHOOL SENIORS ON THE TRADITIONAL/EMERGENT VALUE SUBSCALES

TRADITIONAL VALUES

EMERGENT VALUES



(8.00) SUBSCALE MEAN ESTABLISHED BY THE DIFFERENTIAL VALUES INVENTORY



 SUBSCALE MEAN WITH FIRST STANDARD DEVIATION
 


that in only two response patterns (viz., the sophomores in respect to moral relativism and present time orientation) do the peer groups fail to have formed statistically single populations. Also, the trends in the value orientations "Between" Schools are significantly similar, that is, the directions do not deviate. When significant differences are manifested in responses they appear to be the effects of accommodation, if of peer groups, or of the School social climates if of Schools.

In general, it can be concluded on the basis of the data that there is a constant shift from traditional to emergent value orientations by the adolescent subjects. The data also show that this change is related to maturation, that is, the older the subject the more he is emergent oriented.

Significant changes, however, are to be found more in the orientation direction within a value norm than in the values themselves. Responses in every sub-scale, whether traditional or emergent value categorizations, with the one exception, viz. conformity, favored the emergent scales. Actually, if the traditional and emergent values categories are evaluated as complete units, and then compared to the theoretical means, the value differences are all but balanced out (traditional mean: 32.27, emergent mean: 31.73). Moreover, shifts or trends, though constant and consistent within values are not always so between values. Some values, even though manifesting significant emergent shifts, still remain statistically as traditional determinants. For example, work success, while increasingly held in less respect by each peer group maturation level, survives as a traditional orientation.

The trends of significant orientation, therefore, are found by comparing the attitudes manifested especially by the terminal peer groups,

the freshmen and seniors. The most significant norm modifications are found in the responses to the traditional sub-scales Puritan morality and work success, and to the emergent sub-scales sociability and moral relativism. The freshmen, consistent with their socio-economic backgrounds, score high on Puritan morality and work success, but low on moral relativism and only average on sociability. The seniors score so low on Puritan morality and work success that these no longer can be considered as determinants, and score so high on moral relativism that it becomes one. Moreover, the seniors score so high on the sociability scale that this value can be considered almost as the dominant attitudinal factor. Perhaps as a result of the above shifts a certain ambivalence appears in favoring immediate or deferred gratifications, as shown in the data from Table 3:4 and 3:8. For the freshmen future time orientation is significant, but for the seniors neither future nor present time orientation is significant. Actually the two groups, freshmen and seniors, agree on two value orientations. They both score high on individuality, and low on conformity.

The sophomores and junior peer groups manifest an attitudinal disorientation that accommodation shifts seem to generate. Sophomores, often rather erratically, show forms of repudiation (in effect) of their home culture, and experimentation with the value norms of the seniors in their Schools. In affirmation of this the sophomores and juniors manifest the least amount of peer solidarity. The juniors, though by no means entirely sure of themselves for all the value sub-scales, identify significantly with the direction of value orientation expressed by the seniors. Yet, in many values there are significant differences as to both the degree and extent of response patterns between the junior and senior groups.

Since the data indicate that the trend and pattern of peer group value evolvement consistently approach norms that are manifested by the seniors, it can be concluded that the seniors are the referents in the school social interaction. The seniors by their significant inter-group homogeneity and between school agreement, as well as comparatively narrow standard deviation ranges in responses, indicate that they have a minimum of role conflict in regard to value assimilation.

From the data of this Chapter, and of the preceeding Chapters, it can be inferred that where the school social climates foster close social interaction, peer group identification, there will be significant value shifts to emergent orientations. More specifically, the school social climates, in contrast to the formal primary objectives of the school, provide little encouragement for the reinforcement of traditional (and parental) values especially Puritan morality, and the emergent value of conformity.

CHAPTER 6

CONCLUSIONS

On the basis of the data presented, and within the stated limits, the hypotheses of this Study are considered resolved in the following manner.

1 Hypothesis

The adolescent student in the American (minor) high school seminary does not perceive the social climate of his seminary as adverse or contrary to expectations drawn from his youth culture.

The data indicate to a statistically acceptable degree of probability that, even though role oriented to the ministry, the high school seminary student does not perceive his school social climate, and social experiences in it, as contrary to generally standardized adolescent expectations and norms. This does not mean that he evaluates the social environment as ideal, or even highly desirable, but that he accepts its social conditions as not being abnormal or extreme.

2 Hypothesis

There will be a high degree of agreement within, but not between School (seminary) peer groups in the perception of non-ideal (contrary to expectations) climatic (environmental-institutional) social conditions.

This hypothesis on the basis of the data can only be considered partially resolved. The typical adolescent subject perceives himself as an active agent within his school environment, that he individually and independently acts and judges. Yet, the evidence showed there occurred sufficiently numerous examples of peer group homogeneity to local conditions to indicate that responses can follow patterns which are highly

shared not only within the school peer groups, but also between schools that is, by all the school populations. This could be an indication that such evaluations are more influenced by adolescent culture pressures and expectancies than by local circumstances, as was supposed.

3 Hypothesis

The adolescent seminarian's perception of ego-involvement and peer acceptance will be positive, that is, minimal evidence of a state of anomie or disengagement will be manifested.

The response patterns to association items and modes show that virtually all the subjects are accepted, or feel accepted, by their peers. Moreover, ego-involvement is encouraged by the significant deference the peer groups at all maturation levels give to social interaction over individual activities.

4 Hypothesis

Because of the seminaries' academic class divisions (freshmen, sophomores, etc.), social interaction will be within the limits of the small group (as described by Cooley). This will result in a high degree of group homogeneity in the direction of value orientation to the statistical level that peer groups within Schools can be distinguished (e.g., juniors from seniors) from significantly homogeneous groups between Schools (e.g., all seniors).

The sociograms illustrated that primary social interaction takes place with members of the academic class as with a peer group. Bartlett's Test of Homogeneity shows that only twice did an academic peer group within a school fail to act as a single population in regard to a value response. The consistent changes in value orientation (though not always in depth) by peer groups allow identification of peer groups by academic class groups. It also suggests that there is a close relationship between maturation and value orientation.

5 Hypothesis

First year (freshmen) peer groups within and between each School will manifest significant divergence in value orientation from other peer groups, due to the time proximity to their socio-economic backgrounds.

The first year students (freshmen) as a homogeneous "between" Schools peer group or single population are consistent with their social class backgrounds by scoring higher in traditional values than any other peer group.

6 Hypothesis

There will be significant divergencies from both first year (freshmen) and fourth year (senior) peer groups manifested by the second year (sophomore) and third year (junior) peer groups, indicating that socialization of behavioral norms is being conditioned by the maturation process.

The fluctuating mean scores and standard deviation ranges of the sophomores and juniors, in comparison to those of the freshmen and seniors, indicate existence of problems of value assimilation and accommodation (at least as the theoretical circumstances of the instrument, The Differential Values Inventory), occasioned, if not caused, by the maturation process. Both these peer groups, especially the sophomores, exhibited the least amount of both "within" School and "between" School peer group homogeneity in value acceptance.

7 Hypothesis

In the representative Schools the fourth year (senior) peer groups will manifest the highest degree of homogeneity in value orientation, indicating a level of equilibration in the assumption and assimilation of conceptual norms.

The data support the hypothesis in respect to significant homogeneity in value orientation, but since the rate and degree significantly differ in two values, viz., work success and future time orientation, equilibration cannot be assumed without postulating conditions limiting

the definition of equilibration.

8 Hypothesis

Though divergencies and deviant patterns will be evident in all groups, the over-all consistent value orientation will be in the direction of that manifested by the senior peer groups in all Schools. This could indicate that the senior peer groups can be considered the referent peer group in each School.

The data are very significantly consistent in supporting the hypothesis. Even though the sophomore and junior peer groups may manifest significant variations in their response patterns, they, nevertheless, disagree only in degree, not orientation, with the seniors.

9 Hypothesis

The over-all value orientation within and between peer groups and Schools will be in the direction of emergent value assimilation, but will not be uniformly so because certain traditional values, e.g., independence and future time orientation, are psychologically necessary for adolescent role commitment to the ministry.

The data indicate in support of the hypothesis that within each value sub-scale, with the exception of conformity, there is a constant shift from traditional to emergent orientations among each peer group. Significant changes occur with Puritan morality receding to sociability, and work success to moral relativism. The hypothesis, however, cannot be upheld in respect to positing certain values as psychologically perceived by the adolescent as necessary for role commitment, since, for example, future time is not significantly accepted.

10 Hypothesis

Though there will be significantly high acceptance of those traditional values required for the role commitment, the adolescent seminarian will not socialize such values as Puritan morality, conformity, and individuality, which are idealized by the culture, and the objectives of education.

The data upheld the hypothesis that the adolescent is not socializing Puritan morality, since each peer group manifests progressively less acceptance of its principles, and there is a significant difference between the freshmen and seniors in regard to it. Conformity as a value orientation received no significant acceptance, hence, it can be assumed that it is not being socialized as a value norm. The non-significant shift in the sub-scale individuality indicated that the ideal of adolescent dependence is held in little esteem. The data, in short, cannot show that any traditional value, as such, is perceived by the adolescent as necessary for his role commitment. Beyond the freshman maturation level there is a shift in every value away from its traditional base except individuality. Though the evidence is not complete, sociality seems to emerge as the value imperative.

11. Hypothesis

The high level of homogeneity manifested within peer groups and between Schools, and the deviance from articulated (formalized) cultural traditional values indicate to a significantly conclusive degree the direction of present adolescent value orientation, and to a discernible degree the existence of an adolescent sub-culture.

Comparison of the response patterns of the freshmen and the seniors especially, shows that there is a growing divergence between the two peer groups. Each forms a significantly homogeneous group both within and between the Schools. The data of responses reveal that the freshmen reflect the culture of their home, and the seniors reflect the value orientation of the adolescents in the Schools. The evidence is that there is a significant deviation among the youth, stronger as they mature, away from their parental culture. Since neither the home nor the school encourage or even condone the shift, it must be somewhere in the individual's response to his peers in a social culture that transcends home

and school. In this context, then, the value orientations of the adolescent in the high school seminary, can be considered a discernible sign of an existing sub-culture in the larger society.

EPILOGUE

In the process of analyzing data in reference to the Study's stated purpose several areas for further research suggested themselves.

In one or another way the conclusions from the data brought up the need to weigh further the manner education objectives are being inculcated. Unless society's values are assimilated by a socializing process they will remain as abstractions. It should be studied, for instance, whether the formal classroom approach defeats the purpose of education, and whether the informal, unstructured social environment of the school sustains it. The implications of this are many, especially if further research would indicate that the shift toward emergent values was merely the accommodation of traditional values. Other implications would be revealed, too, if study showed that the nation's youth by their unperceptive approach to social pressures were actually giving insights into the true value base prevailing.

Other questions in other areas arose, especially in regard to the future of the boarding school seminary for the education and training of clergy. If the trend toward emergent values, away from the traditional values of the home background, found special reinforcement in the social climates of these schools, a clergyman was being formed who would be holding different value bases than his parishioners. In fact a new priestly caste would come into being. Much study is needed in the theology of the traditional value as an ethic.

In respect to the adolescent subjects of the Study, follow-up research should investigate the ostensible shift toward feminine interests in relation to the shift toward sociability as a pivotal value. Also, a study of the outcomes for the leading third in each peer group: was their leadership assumption a psychological expression or the result of group pressure interaction, in short, a sociological expression?

Though Piaget's theory of cognitive development was utilized by this Study, much research remains to be done in the manner social concepts are internalized and made norms of behavioral judgement. Or as the theologian would ask, "How is conscience formed?" This researcher, not alone, as a result though of the often remarkable peer group homogeneity encountered in this Study concludes that many answers to the mode of accommodation will be found in researching the effects of interaction within benign social climates.

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APPENDIX A

University of the Pacific
School of Education
Stockton, California

STUDY OF MINOR SEMINARY SOCIAL CLIMATES

ATTITUDE QUESTIONNAIRE

1968

We think you will find the questions in this Questionnaire provocative and interesting to answer. They are presented to you as part of a study to learn more about the interests and attitudes of the high school seminarian. As you are fully aware many evaluations of seminary life are now being made. Effective changes, however, can only come about if we know how seminarians really feel.

Try to go through the Questionnaire quickly without spending too much time on any single statement. Answer each question and try not to skip about.

No one in this seminary will ever see your answers. We want your sincere personal reactions and opinions.

The questions should be answered on the basis of how you feel and act not only while here in the seminary, but also while at home and on vacations.

Most of the questions can be answered by a check (like this ✓), or by a number or numbers on a short line (like this 3) or by brief fill-in answers.

If you have a problem raise your hand.

(you may start immediately)

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NAME _____ Age _____ Grade _____

Circle the number of years you have been in the seminary. 1 2 3 4

PART ONE

1. What subject or subjects do you like best in school?
(check only the ones you really like best)

☐ science courses (biology, physics, etc.)
☐ mathematics (algebra, geometry, etc.)
☐ social sciences (history, civics, etc.)
☐ English
☐ Latin
☐ physical education
☐ foreign languages
☐ music
☐ other (what?) _____
☐ no favorites

2. Did you go out for varsity sports this year?

☐ yes
☐ no

3. Did you make any of the varsity teams?

☐ yes
☐ no

4. If you did not go out for any varsity sports did you play on any class or intramural team?

☐ yes
☐ no

5. Are your parents living?

☐ both living
☐ only mother living
☐ only father living
☐ neither living

6. Are your parents divorced or separated?

☐ yes
☐ no

7. Do you live when home with...

☐ mother and father
☐ mother and stepfather
☐ father and stepmother
☐ mother only
☐ father only
☐ other (write in) _____

8. In your family are you...

☐ an only child
☐ the oldest child
☐ the youngest child
☐ if you are between the oldest and the youngest --
 give the number _____ of children and
 your position _____

9. How much formal education did your father or step-father have? (If your father is dead and your mother has not remarried answer for your father)

☐ some grade school
☐ finished grade school
☐ some high school
☐ finished high school
☐ some college
☐ finished college
☐ attended graduate school or professional school after college
☐ don't know

10. What is your father's or stepfather's occupation? What does he do? Be as specific as you can. (If your father is dead and your mother has not remarried--answer for your father)

11. How much formal education did your mother or stepmother have?

(If your mother is dead and your father has not remarried--answer for your mother)

- ☐ some grade school
☐ finished grade school
☐ some high school
☐ finished high school
☐ a special professional school, as for instance--
a secretarial school
☐ some college
☐ finished college
☐ graduate school after college
☐ don't know

12. Does your mother or stepmother have a job outside the home?

- ☐ yes, full time
☐ yes, part time
☐ no

13. If YES what kind of work does she do?

.....
.....
.....

14. If you, as a priest, could be any of these things you wanted which would you most want to be? (Check one)

- ☐ parish priest
☐ missionary
☐ priest doing special social work in the "inner city" or elsewhere
☐ priest-teacher
☐ priest-school counselor

15. What is your favorite way of spending your leisure time?

.....
.....
.....
.....

16. If the minor seminary were not the ordinary way of getting to the priesthood, and if the choice were completely up to you, would you...

- ☐ still go to a regular minor seminary
☐ prefer a Catholic high school at home
☐ go to a public high school at home
☐ go to a "Christian Leadership" school

17. Thinking back to the 7th and 8th grades, did you get more enjoyment out of them than you are in the seminary now?

- ☐ 7th and 8th grades more enjoyable
☐ seminary more enjoyable
☐ both the same

18. Different people strive for different things. Here are some things you have probably thought about. Among the things you strive for during your high school days, just how important is each of these? (Rank from 1--highest to 4--lowest)

- ☐ pleasing my parents
☐ learning as much as possible in school
☐ living up to my religious ideals
☐ being accepted and liked by the other seminarians

19. Now rank the following five items (1 -- highest to five --lowest) in terms of their importance for you.

- ☐ being with friends and enjoying activities during vacation time
☐ taking part in activities in the seminary
☐ having a carefree time
☐ enjoying the respect of others
☐ doing things with your family

20. What fellow or fellows here in the seminary do you go around with most often? (Give first and last names)

.....
.....
.....
.....
.....

21. Among the crowd you go around with, which of the things below are important to do in order to be popular with the group.

(check as many as apply)

- ☐ be good in studies
- ☐ have sharp clothes
- ☐ have plenty of personality
- ☐ be able to stir up a little excitement
- ☐ have money
- ☐ be a good athlete
- ☐ be up on cars
- ☐ know what is going on in the world of singers and movies

22. Of all the boys in your class...

who is the best athlete?

who is the best student?

who will make the best priest?

which one would you most like to be friends with?

23. During vacations do you date girls?

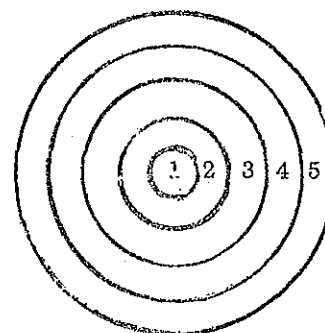
- ☐ no
- ☐ yes, but very seldom
- ☐ yes, once every 3 or 4 weeks
- ☐ yes, about once a week or oftener

24. Thinking of all the boys in this seminary high school, who would you most want to be like?

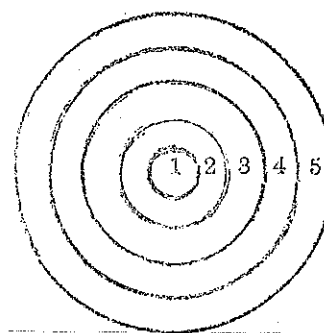
25. If a fellow came here to the seminary and wanted to get in with the leading crowd, what fellows should he get to be friends with? (give first and last names)

26. Suppose the circles below represent all the activities that go on here in the seminary. How far out from the center of things are you?

(place a check where you think you are)



27. Now in the circles below place a check where you would like to be.



28. If you discontinue your studies for the priesthood would you plan to go to college?

- ☐ yes
- ☐ no

29. If YES what would you study in college?

- ☐ undecided
- ☐ liberal arts program
- ☐ business program
- ☐ engineering
- ☐ pre-medicine, pre-dentistry, pre-law
- ☐ social service (including sociology)
- ☐ psychology
- ☐ education
- ☐ science (physics, chemistry, biology)
- ☐ other (name it)

PART TWO

Check each of the following statements about your seminary as...

True-- when you think the statement is generally TRUE or characteristic, is something which occurs or might occur, is the way people tend to feel or act.

False-- When you think the statement is generally FALSE or not characteristic of your seminary, is something which is not likely to occur, is not the way people usually feel or act.

36. The students here come from many different kinds of homes and backgrounds?

☐ true
☐ false

42. Teachers here are genuinely concerned with a student's feelings.

☐ true
☐ false

37. Most classes are very well planned.

☐ true
☐ false

43. You need permission to do anything around here.

☐ true
☐ false

38. Teachers often try to get students to speak up freely and openly in class.

☐ true
☐ false

44. There is a lot of school spirit.

☐ true
☐ false

39. There is a lot of competition for grades.

☐ true
☐ false

45. When students think a teacher's decision is unfair they try to get it changed.

☐ true
☐ false

40. In most classes there is very little joking and laughing.

☐ true
☐ false

46. Most students look up to their teachers and admire them.

☐ true
☐ false

41. No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.

☐ true
☐ false

47. Student elections produce a lot of interest and strong feeling.

☐ true
☐ false

48. Students are always coming up with new fads and expressions.

☐ true
☐ false

49. Everyone has the same opportunity to get good marks because tests are marked very fairly.

☐ true
☐ false

50. Students try to be good in sports as a way to gain recognition.

☐ true
☐ false

51. Quite frequently students will get together in their own time and talk about things they have learned in class.

☐ true
☐ false

52. Students are often quite bitter in their criticism of the seminary administration, or the way it is run.

☐ true
☐ false

53. Once you have made a mistake, it's hard to live it down in this school.

☐ true
☐ false

54. The way people feel around here is always fairly evident.

☐ true
☐ false

55. The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.

☐ true
☐ false

56. The seminary curriculum offers very few really practical courses in things a priest today needs.

☐ true
☐ false

57. Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.

☐ true
☐ false

58. The administration and faculty often make you feel like a child.

☐ true
☐ false

59. Popularity, pull and bluff get students through many courses.

☐ true
☐ false

60. There are several cliques and groups, and if you're not in one of them you're pretty much on your own.

☐ true
☐ false

61. When students do not like a school rule, they really work hard to get it changed.

☐ true
☐ false

62. Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.

☐ true
☐ false

63. Everyone here is "safety-first" conscious, making sure that nobody will get hurt.

☐ true
☐ false

64. Teachers go out of their way to help you.

☐ true
☐ false

68. Counseling, guidance and spiritual direction services are really personal, patient and extensive.

☐ true
☐ false

65. The rector is willing to hear student complaints.

☐ true
☐ false

69. There always seems to be a lot of little quarrels going on.

☐ true
☐ false

66. When someone is out sick for a while his classmates let him know that he is missed.

☐ true
☐ false

70. Everyone has a lot of good fun at this seminary.

☐ true
☐ false

67. Most students are not interested in television programs dealing with social and political problems.

☐ true
☐ false

PART THREE

Following are several paired statements as in the example:

I ought to....be reliable
I ought to....be friendly

Read each set of statements carefully. As you read the statements to yourself, begin each statement with the words, "I ought to..."

Then select that statement of the pair which is the more important to you and check it.

Remember: Precede each statement with "I ought to..."
Check only one in each pair.

71. ☐ Work harder than most of those in my class
☐ Work at least as hard as most of those in my class.

73. ☐ Have my own ideas about politics and religion.
☐ Try to agree with others on these matters.

72. ☐ Do things which most other people do.
☐ Do things which are out-of-the-ordinary.

74. ☐ Attain more education than my father or mother attained.
☐ Enjoy more of the good things of life than my father and mother enjoyed.

REMEMBER: PRECEDE EACH STATEMENT WITH "I OUGHT TO..."
CHECK ONLY ONE IN EACH PAIR

- | | |
|--|--|
| <p>75. <input type="checkbox"/> Feel that the future is uncertain and unpredictable.
<input type="checkbox"/> Feel that the future is full of opportunities for me.</p> <p>76. <input type="checkbox"/> Feel that happiness is the most important thing in life for me.
<input type="checkbox"/> Feel that enduring suffering and pain is important for me in the long run.</p> <p>77. <input type="checkbox"/> Rely on the advice of others in making decisions.
<input type="checkbox"/> Be independent of others in making decisions.</p> <p>78. <input type="checkbox"/> Feel it is my duty to save as much money as I can.
<input type="checkbox"/> Feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.</p> <p>79. <input type="checkbox"/> Save all of the ten dollar bill I received.
<input type="checkbox"/> Spend five of the ten dollars for something I will enjoy.</p> <p>80. <input type="checkbox"/> Spend enough on clothes to dress as well as my friends.
<input type="checkbox"/> Spend only enough on clothes as to look presentable and save the rest for future needs.</p> <p>81. <input type="checkbox"/> Put in long hours of work or study without necessary interruptions.
<input type="checkbox"/> Know that if even I stop work for slim excuses I'll still get the job done anyway.</p> <p>82. <input type="checkbox"/> Feel that it is most important to live for the future.
<input type="checkbox"/> Feel that today is important and I should live each day to the fullest.</p> <p>83. <input type="checkbox"/> Feel that "right" and "wrong" are relative terms.
<input type="checkbox"/> Feel that I should have strong convictions about what is right or wrong.</p> | <p>84. <input type="checkbox"/> Work hard to do most things better than others.
<input type="checkbox"/> Work hard at some things and leave others to those who are more qualified than I.</p> <p>85. <input type="checkbox"/> Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
<input type="checkbox"/> Feel that the most important thing in life is to strive for eternal peace.</p> <p>86. <input type="checkbox"/> Consider that work is important, fun is not too important.
<input type="checkbox"/> Consider that all work and no play is not good for me.</p> <p>87. <input type="checkbox"/> Hold that what others think about right and wrong should influence my thinking.
<input type="checkbox"/> Hold that my own convictions about right and wrong are most important.</p> <p>88. <input type="checkbox"/> Defend my ideas about right and wrong.
<input type="checkbox"/> Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.</p> <p>89. <input type="checkbox"/> Make as many social contacts as possible.
<input type="checkbox"/> Be willing to sacrifice myself for the sake of a better world.</p> <p>90. <input type="checkbox"/> Get all my work done on my own.
<input type="checkbox"/> Get my work done with the help of others when necessary.</p> <p>91. <input type="checkbox"/> Wear clothes similar to those of my friends.
<input type="checkbox"/> Dress moderately even though this makes me different from my friends.</p> |
|--|--|

REMEMBER: PRECEDE EACH STATEMENT WITH "I OUGHT TO..."
CHECK ONLY ONE IN EACH PAIR

92. ☐ Work hard only if I am paid for it.
☐ Work hard at doing something creative regardless of pay.
93. ☐ Get summer work that will allow me to enjoy some of the luxuries of life.
☐ Get a summer job that will help me with my vocation to the priesthood.
94. ☐ Feel that I should be able to solve difficult problems and puzzles.
☐ Feel that difficult problems and puzzles are good for some people but are not for everybody.
95. ☐ Consider that style is more important than quality in clothes.
☐ Consider that quality is more important than style in clothes.
96. ☐ Say what I think is right about things.
☐ Think of the effect on others before I speak.
97. ☐ Feel comfortable getting the same grades as most of the people in my class.
☐ Feel comfortable near the head of the class.
98. ☐ Have my own firm ideas about correct behavior.
☐ Look to others for the kind of behavior which is approved by the group.
99. ☐ Feel that discipline in the seminary is not as strict as it should be.
☐ Feel that the change from strict discipline in the seminary today is a good one.
100. ☐ Consider that the most important thing in school is to gain knowledge useful to me in the future.
☐ Consider that the most important thing in school is to learn how to get along well with people.
101. ☐ Do things without regard to what others may think.
☐ Do things which allow me to have fun and be happy.
102. ☐ Take only classes which are interesting to me whether or not they will do me some good in the future.
☐ Take a class which is uninteresting to me but which will do me some good in the future.
103. ☐ Go to a school activity to enjoy myself by being with people.
☐ Go to a school activity because it is my duty to be loyal to my class or the school.
104. ☐ Feel it is right to spend less for clothes in order to save for the future.
☐ Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.
105. ☐ Do things very few others can do.
☐ Do things cooperatively with others.
106. ☐ Use the same expressions my friends use so that they won't think I'm odd.
☐ Speak in the most clear and correct manner.
107. ☐ Feel that it is right to save for the future.
☐ Feel that whether or not it is right to save for the future is up to the individual.
108. ☐ Choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it to be.
☐ Choose a job in which I can work with many interesting people.

REMEMBER: PRECEDE EACH STATEMENT WITH "I OUGHT TO..."
CHECK ONLY ONE IN EACH PAIR

109. ☐ Mix a little pleasure with my work so I don't get bored.

☐ Keep at a job until it is finished.

110. ☐ Get as much pleasure as I can out of life now.

☐ Stand by my own convictions.

111. ☐ Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.

☐ Feel guilty when I misbehave and expect to be punished.

112. ☐ Have less freedom in the classroom.

☐ Have more freedom in the classroom.

113. ☐ Be very ambitious.

☐ Be very sociable.

114. ☐ Choose a job in which I'll earn as much as most of my friends.

☐ Choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.

115. ☐ Get the kind of job which will bring me in contact with many interesting people.

☐ Get the kind of job which will make me a success in life.

116. ☐ Feel that whether or not it is right to plan and save for the future is a matter of opinion.

☐ Feel that it is right to plan and save for the future.

117. ☐ Be willing to sacrifice myself for a better world.

☐ Feel it is important to behave like most other people do.

118. ☐ Deny myself enjoyment for the present for better things in the future.

☐ Have fun attending parties and being with people.

119. ☐ Be satisfied to do as well in life as my father did.

☐ Attain a higher position in life than my father did.

120. ☐ Feel that it will be good for me later if I endure some unpleasant things now.

☐ Feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.

121. ☐ Be able to have most of the things my friends have.

☐ Be able to have enough money to lay away for future needs.

122. ☐ Feel that happiness is the most important thing in life.

☐ Feel that being respected is the most important thing in life.

123. ☐ Feel that more physical punishment is needed by children today.

☐ Feel that physical punishment does the child more harm than good.

124. ☐ Exert every effort to be more successful this year than I was last year.

☐ Be content with a reasonable amount of success and live longer.

125. ☐ Try very hard to overcome my emotions.

☐ Get as much pleasure as I can out of life now.

REMEMBER: PRECEDE EACH STATEMENT WITH "I OUGHT TO..."
CHECK ONLY ONE IN EACH PAIR

126. ☐ Feel it is important to be more successful this year than last year.
☐ Feel it is important to get along well with others.
127. ☐ Feel that children are born good.
☐ Feel that children are born sinful.
128. ☐ Spend as much time as I can working independently.
☐ Spend as much time as I can in having fun.
129. ☐ Deny myself enjoyment for the present for better things in the future.
☐ Be able to have as much enjoyment as my friends have.
130. ☐ Feel that it is right to be very ambitious.
☐ Feel that it may or may not be right to be very ambitious depending on the individual.
131. ☐ Choose to work with people I like in a job I don't like.
☐ Choose to work with people I don't like in a job I like.
132. ☐ Work as hard as I can in order to be successful.
☐ Work as hard as I can in order to enjoy some of the fun of life.
133. ☐ Strive to be an expert in at least one thing.
☐ Do many things quite well but not necessarily be an expert in everything.
134. ☐ Enjoy myself doing things with others.
☐ Enjoy myself doing many things alone.

APPENDIX B

EXPRESSED INDIVIDUALIZED FRIENDSHIP PREFERENCES BY MEMBERS OF HIGH SCHOOL SEMINARY ACADEMIC CLASSES WITHIN EACH SEMINARY TOTAL STUDENT GROUP Item 20 of Questionnaire

A. SCHOOL I (N = 99)

1. FRESHMEN (N = 20)

Subject No.	Recipient No.(s)*
1	7-10-18
2	8-13-14-23 (Soph.)
3	6-10-16-42 (Soph.)
4	7-18
5	6-9-16
6	1-9-16
7	1-3-4-10-13
8	2-5-6-14-16
9	3-5-6-16
10	3-99 (Senior)
11	1-15-18
12	15-17-19-20-21 (Soph.)
13	1-2-3-7-10
14	2-3-6-8-13
15	1-17-21 (Soph.)
16	5-6-9
17	11-12-15-20
18	1-2-4-7-11
19	5-11-12-15-17
20	12-17

2. SOPHOMORES (N = 22)

Subject No.	Recipient No.(s)*
21	12 (Fresh.)-37-39-41
22	23-41-42-49 (Jun.)
23	31-42
24	29-34
25	27-30-31
26	41-61 & 62 (Juns.)
27	23-25-30-31-42
28	6 (Fresh.)-30-32-40-45 (Jun.)
29	21-23-34-38-40-62 (Jun.)
30	25-27-28-32-42
31	21-23-26-28-41
32	24-28-30-35-36
33	None
34	2 (Fresh.)-24-29-38-39
35	23-30-32-34-40
36	28-29-39-40-42
37	21-39
38	21-29-37-39
39	28-37-56 & 61 (Juns.)
40	28-29-30
41	21-23-24-46 (Jun.)
42	23-33-36

3. JUNIORS (N = 25)

Subject No.	Recipient No.(s)*
43	None
44	47-52-55-59-67
45	47-48-55-90 (Sen.)
46	24 (Soph.)-40 (Soph.)-54
47	45-53-55-60-61
48	45-51-54
49	22 (Soph.)-51
50	43-46-51-54-63
51	48-49-50-63
52	32 (Soph.)-46-50-53-54
53	45-47-55-57-60
54	46-48-50-57-63
55	44-47-66
56	21 & 39 (Sophs.)-50-62
57	None
58	55-56-62
59	50-51-60-62
60	43-45-47-50-53
61	26 (Soph.)-43-56-58-62
62	None
63	48-50-54-57-62
64	56-62
65	None
66	46-55-57
67	44

4. SENIORS (N = 32)

Subject No.	Recipient No.(s)*
68	71-95-96
69	70-71-72
70	69-72-79
71	68-69-70-95-96
72	69-70-73-80
73	80-89-93
74	85-95-97
75	85-86-92-93
76	78-87-88-93-94
77	83-84-94-99
78	76-82-84-89-93
79	73-80-86-89-90
80	73-90-92
81	79-89-90
82	78-81-89-90-93
83	77-84-92-99
84	68-77-83-97-99
85	74-83-94-96-97
86	None
87	32 (Soph.)-76-88
88	76-78-87-93
89	73-78-80-82-90
90	78-80-82-89-93
91	73-80-86-89-99
92	None
93	75-78-82-89-90
94	76-77-83
95	74-85-87
96	None
97	74-85-86
98	69-86
99	10 (Fresh.)-77-83-84-91

*Recipients are of the same academic class as subjects except where specifically noted.

B. SCHOOL II (N = 89)

1. FRESHMEN (N = 30)

Subject No.	Recipient No.(s)*
100	101-102-103-128
101	100-104-113-122-128
102	100
103	115-119-124-127-129
104	108-112-113
105	104-109-113-117-128
106	107-110-116-117-128
107	104-106-109-117-180 (Sen.)
108	104-105-112-113-115
109	103-107-114-117-125
110	106-112-114-120
111	106-107-109-114-120
112	108-113-120-122-128
113	None
114	107-109-125
115	102-108
116	105-107-109-127-180 (Sen.)
117	104-106-107-122-128
118	105-109-117
119	103-112-124-128-129
120	103-108-112-113-126
121	119-124-131 (Soph.)
122	104-105-112-117-128
123	103-114-172 (Sen.)-180 (Sen.)
124	119-121-127-128
125	109-114
126	106-114-116-120
127	116-124-174 (Sen.)
128	106-117-119-120-122
129	103

2. SOPHOMORES (N = 19)

Subject No.	Recipient No.(s)*
130	137-141-146-148
131	121 (Fresh.)-133
132	131-139-143
133	131
134	130-140-146-147
135	None
136	134-142
137	130-140-142-144
138	133-142-143
139	130-141-146-148
140	144
141	130-137-142-146-148
142	112 (Fresh.)-133-140-145-160 (Jun.)
143	111 (Fresh.)-132-142
144	134-137-139-140-141
145	142
146	130-142-148
147	130-134-146-148
148	130-139-140-146-147

3. JUNIORS (N = 20)

Subject No.	Recipient No.(s)*
149	None
150	157-158
151	163-168
152	155-156-157-158-159
153	149-150-166-171 (Sen.)
154	165
155	151-157-159-160
156	152-155-157-158-159
157	150-152-155-158-159
158	150-152-156-157-159
159	130 (Soph.)-152-155-158-161
160	149-152-155-159-165
161	159
162	153-165-166
163	151-164-167-168-174 (Sen.)
164	151-163-168
165	None
166	163-157-162-165
167	153
168	151-162-163-164

4. SENIORS (N = 20)

Subject No.	Recipient No.(s)*
169	172-179
170	171-173-184
171	153 (Jun.)-170-184-185-188
172	179-183
173	170-171-176-177-187
174	127 (Fresh.)-163 (Jun.)-175
175	125 (Fresh.)-174-176
176	125 (Fresh.)-175-177-179
177	171-174-176-179-187
178	173-184-187
179	109 (Fresh.)-171-175-176-187
180	102 (Fresh.)-107 (Fresh.)-111 (Fresh.)-147 (Jun.)-175
181	175-177-185-187
182	171-172-183-185
183	171-172-178-185-188
184	170-171-173-177-178
185	183-186-188
186	176-178
187	175-188
188	171-183-185-186-187

*Recipients are of the same academic class as subjects except where specifically noted.

C. SCHOOL III (N = 99)

1. FRESHMEN (N = 15)

Subject No.	Recipient No.(s)*
189	196-201-205 (Soph.)-267 (Sen.)
190	200-202
191	190-192-195-202
192	195-196-198-200-201
193	189-190-195-201-205 (Soph.)
194	196-281 (Sen.)
195	190-198-200-202-252 (Jun.)
196	189-192-197-199-203
197	190-192-196-200-202
198	192-195-201-258 (Sen.)- 287 (Sen.)
199	194-195-196-197-203
200	190-192-195-197-202
201	189-267 (Sen.)
202	190-200-252 (Jun.)
203	189-196-199-201

3. SOPHOMORES (N = 29)

Subject No.	Recipient No.(s)*
204	207-209-222-229-262 (Sen.)
205	None
206	204-209-218-229-252 (Jun.)
207	204-220-223-251 (Jun.)-281 (Sen.)
208	209-217-218-226
209	204-206-218-229-232
210	201 (Fresh.)-223
211	None
212	215-227
213	208-218-220-221-224
214	204-205-206-209-228
215	210-212-223-226-227
216	211-212-219-226-232
217	208-209-219-225-231
218	204-208-213-223-249 (Jun.)
219	None
220	206-213-252 (Jun.)
221	208-213-218-219-225
222	204-209-225-229-232
223	210-221-222-225-229
224	208-213-221-222-227
225	208-217-221-222-223-229
226	208-214-221-224-228
227	208-212-215-220-224
228	None
229	204-206-209-225-228
230	223-231-235 (Jun.)-253 (Jun.)-277 (Sen.)
231	204-209-217-230
232	208-213-216-217-219

3. JUNIORS (N = 25)

Subject No.	Recipient No.(s)*
233	234-237-245
234	233-242-246
235	230 (Soph.)-233-237-243-244
236	240-246-248-253-254-255
237	233-235-244-274 (Sen.)
238	245
239	235-243-244-251-255-256
240	236-239-243-249-255
241	240-242-249-250-251-256
242	233-234-238-246-253
243	235-239-240-251-255
244	235
245	210 (Soph.)-250
246	242
247	244-253
248	234-236
249	218 (Soph.)-237-240-241-243- 245-251-254
250	241-266 (Sen.)-269 (Sen.)
251	207 (Soph.)-236-239-241-243- 245-251-254
252	195 (Fresh.)-202 (Fresh.)- 206 (Soph.)-220-238-242- 246-250-253
253	230 (Soph.)-234-236-246
254	239-240
255	239-240
256	239-255
257	237-241-251-256

4. SENIORS (N = 30)

Subject No.	Recipient No.(s)*
258	198 (Fresh.)-267-270-286
259	262-266-272-286
260	262-234 (Soph.)-267-271-272-273
261	263-265
262	260-204 (Soph.)-259-260-266-269- 270-272-275-278-287
263	261-256 (Jun.)-271-274-282
264	220 (Soph.)-237 (Jun.)-282
265	261-278-282
266	250 (Jun.)-269-287
267	189 (Fresh.)-201 (Fresh.)-274
268	261-262-278-283-287
269	250 (Jun.)-262-259-283
270	258-262-273
271	260-263
272	259-260-262-270-275-283
273	260-263-270-282
274	263
275	262-259-270-287
276	None
277	230 (Soph.)-278-286
278	262-265-269-283
279	None
280	260-272-283
281	194 (Fresh.)-207 (Soph.)-250 (Jun.) 266-267
282	263-271-273-274
283	269-272-278
284	273-274
285	261-265-287
286	257 (Jun.)-259-258
287	262-198 (Fresh.)-266-271-275-286

*Recipients are of the same academic class as subjects except where specifically noted.

APPENDIX C:1

Family Constellation of Students Attending Three
Seminary High Schools

Item: "You live with:"

	School I		School II		School III		Total		χ^2 (6df)
	N	%	N	%	N	%	N	%	
<u>Freshmen</u>									
1. mother and father	15	75	24	80	14	93	53	81	
2. mother and step- father	0	00	4	13	0	00	4	06	
3. father and step- mother	0	00	0	00	1	06	1	02	
4. mother only	4	20	2	06	0	00	6	09	
5. father only	0	00	0	00	0	00	0	00	
6. other (relative, foster parents)	1	05	0	00	0	00	1	02	
Total	20	100	30	99	15	99	65	100	14.73
<u>Sophomores</u>									
1. mother and father	21	95	16	84	29	100	6	94	
2. mother and step- father	1	04	1	05	0	00	2	03	
3. father and step- mother	0	00	0	00	0	00	0	00	
4. mother only	0	00	1	05	0	00	1	01.5	
5. father only	0	00	0	00	0	00	0	00	
6. other (supra)	0	00	1	05	0	00	1	01.5	
Total	22	19	19	99	29	100	70	100.0	0.96
<u>Juniors</u>									
1. mother and father	22	88	17	85	23	92	52	89	
2. mother and step- father	2	08	0	00	1	04	3	05	
3. father and step- mother	0	00	2	10	0	00	2	02.5	
4. mother only	0	00	1	05	1	04	2	02.5	
5. father only	0	00	0	00	0	00	0	00	
6. other (supra)	1	04	0	00	0	00	1	01	
Total	25	100	20	100	25	100	70	100.0	9.67

School I		School II		School III		Total		χ^2 (6df)
N	%	N	%	N	%	N	%	

Seniors

1. mother and father	28	87	19	95	27	90	74	90	
2. mother and step-father	1	3	0	00	0	00	1	1	
3. father and step-mother	0	00	0	00	0	00	0	00	
4. mother only	2	06	1	05	3	10	6	08	
5. father only	1	03	0	00	0	00	1	01	
6. other (supra)	0	00	0	00	0	00	0	00	
Total	32	99	20	100	30	100	82	100.0	3.69

Totals

1. mother and father	86	86.87	76	85.38	93	93.94	246	88.62	
2. mother and step-father	4	4.04	5	5.62	1	1.01	10	3.45	
3. father and step-mother	0	0.00	2	2.26	1	1.01	3	1.10	
4. mother only	6	6.06	5	5.62	4	4.04	15	5.38	
5. father only	1	1.01	0	0.00	0	0.00	1	0.35	
6. other (supra)	2	2.02	1	1.12	0	0.00	3	1.10	
Total	99	100.0	89	100.0	99	100.0	287	100.0	

χ^2 (10df) 16.18 16.42 13.14 9.97

(all non significant at 0.05 confidence level)

APPENDIX C:2

Sibling Birth Order in Families of Students in
Three Seminary High Schools

Item: "In your family you are:"

	School I		School II		School III		Total		X ² (6df)
	N	%	N	%	N	%	N	%	
<u>Freshmen</u>									
1. an only child	0	00	0	00	1	07	1	01.5	
2. the oldest child	4	20	9	31	4	26	17	26.0	
3. the youngest child	6	30	4	14	1	13	11	16.5	
4. a middle child	10	50	17	55	9	54	38	56.0	
Total	20	100	30	100	15	100	65	100.0	5.83
<u>Sophomores</u>									
1. an only child	1	04	1	05	1	03	3	04.0	
2. the oldest child	4	18	5	26	9	31	18	26.0	
3. the youngest child	2	09	4	21	6	21	12	17.0	
4. a middle child	15	68	9	48	13	44	37	53.0	
Total	22	99	19	100	29	99	70	100.0	3.55
<u>Juniors</u>									
1. an only child	0	00	3	15	0	00	3	04.0	
2. the oldest child	10	40	6	30	8	32	24	34.0	
3. the youngest child	5	20	3	15	1	08	9	14.0	
4. a middle child	10	40	8	40	16	60	34	48.0	
Total	25	100	20	100	25	100	70	100.0	10.84
<u>Seniors</u>									
1. an only child	1	03	1	05	0	00	2	02.0	
2. the oldest child	5	15	12	60	10	30	27	33.0	
3. the youngest child	8	25	3	15	1	03	12	14.0	
4. a middle child	18	56	4	20	19	66	41	51.0	
Total	32	99	20	100	30	100	82	100.0	19.34
<u>Totals</u>									
1. an only child	2	2.02	4	5.65	2	2.02	8	2.87	
2. the oldest child	23	23.23	32	35.52	30	30.30	85	30.21	
3. the youngest child	21	21.21	13	14.43	11	11.11	45	16.49	
4. a middle child	53	53.54	40	44.40	56	56.57	149	50.43	10.48
Total									
X ² (9df)		10.93		12.84		8.74			
**significant at .01									

**significant at .01

APPENDIX C:3

Categorized Percentage Distribution of Occupations of Fathers
(Stepfathers) as Perceived by Students Attending
Three Seminary High Schools

	School I		School II		School III		Total		χ^2 (8df)
	N	%	N	%	N	%	N	%	
<u>Freshmen</u>									
1. professional	3	15	5	17	3	21	11	18	
2. semi-professional and technical	1	05	3	10	3	21	7	10	
3. managerial and proprietary	3	15	4	13	1	06	8	12	
4. clerical and sales	1	05	1	03	0	00	2	03	
5. craftsman, semi- skilled	6	30	12	42	5	33	23	36	
6. service, unskilled	3	15	2	06	1	06	6	09	
7. military	0	00	2	06	0	00	2	03	
8. farmers, ranchers	3	15	1	03	2	13	6	09	
9. no response	0	00	0	00	0	00	0	00	
Total	20	100	30	100	15	100	65	100	9.49
<u>Sophomores</u>									
1. professional	2	09	1	05	1	03	4	05	
2. semi-professional and technical	4	18	1	05	3	11	8	12	
3. managerial and proprietary	4	18	4	22	5	17	13	18	
4. clerical and sales	1	04	2	10	4	14	7	10	
5. craftsman, semi- skilled	5	22	7	37	11	38	23	33	
6. service, unskilled	4	18	0	00	3	10	7	10	
7. military	0	00	3	15	2	06	5	07	
8. farmers, ranchers	2	09	1	05	0	00	3	04	
9. no response	0	00	0	00	0	00	0	00	
Total	22	99	19	99	29	99	70	99	13.83
<u>Juniors</u>									
1. professional	3	12	3	15	3	12	9	12	
2. semi-professional and technical	0	00	3	15	3	12	6	08	
3. managerial and proprietary	4	16	3	15	8	32	15	22	
4. clerical and sales	4	16	1	05	2	08	7	10	
5. craftsman, semi- skilled	5	20	7	35	6	24	18	26	
6. service, unskilled	4	16	2	10	2	08	8	12	

	School I		School II		School III		Total		χ^2 (8df)
	N	%	N	%	N	%	N	%	
7. military	2	08	1	05	1	04	4	05	
8. farmers, ranchers	3	04	0	00	0	00	3	04	
9. no response	0	00	0	00	0	00	0	00	
Total	25	100	20	100	25	100	70	99	14.62

Seniors

1. professional	1	03	3	15	3	1	7	10	
2. semi-professional and technical	1	03	4	20	6	18	11	14	
3. managerial and proprietary	4	12	5	25	11	34	20	23	
4. clerical and sales	5	16	0	00	0	00	5	06	
5. craftsman, semi- skilled	6	19	5	25	4	14	15	18	
6. service, unskilled	10	29	2	10	6	20	18	21	
7. military	0	00	1	05	0	00	1	01	
8. farmers, ranchers	5	16	0	00	0	00	5	06	
9. no response	0	00	0	00	0	00	0	00	
Total	32	100	20	100	30	99	82	99	30.53**

χ^2 (16df) 20.55 13.39 33.57**

** significant at .01

Totals

1. professional	9	9.10	12	13.33	10	10.10	31	10.70
2. semi-professional and technical	6	6.06	11	12.22	15	15.15	32	11.44
3. managerial and proprietary	15	15.15	16	17.77	25	25.25	56	19.40
4. clerical and sales	11	11.11	4	4.45	6	6.06	21	7.40
5. craftsman, semi- skilled	22	22.22	31	34.42	26	26.26	79	27.45
6. service, unskilled	21	21.21	6	6.67	12	12.12	39	13.46
7. military	2	2.02	7	7.78	3	3.03	12	4.28
8. farmers, ranchers	13	13.13	2	2.26	2	2.03	17	5.87
Total	99	100.00	89	100.00	99	100.00	287	100.00

χ^2 (8df) 36.88**

**Significant at .01

APPENDIX C:4

Percentage Distribution of Highest Formal Education Achievement
of Father (Step-Father) as Reported by Students Attend-
ing Three Seminary High Schools

	School I		School II		School III		Total		X ² (7df)
	N	%	N	%	N	%	N	%	
<u>Freshmen</u>									
1. some grade school	0	00	0	00	0	00	0	00	
2. finished grade school	3	15	3	10	1	06	7	11	
3. some high school	3	15	2	6	0	00	5	7	
4. finished high school	7	35	8	27	2	13	17	26	
5. some college	1	5	3	10	4	26	8	12	
6. finished college	2	10	6	21	3	20	11	18	
7. graduate or professional school	2	10	3	10	3	21	8	12	
8. don't know	2	10	5	16	2	13	9	14	
Total	20	100	30	100	15	99	65	100	10.36

<u>Sophomores</u>									
1. some grade school	0	00	0	00	0	00	0	00	
2. finished grade school	3	13	1	5	1	04	5	7	
3. some high school	4	19	4	21	2	7	10	15	
4. finished high school	8	37	6	32	10	33	24	34	
5. some college	3	13	5	26	8	27	16	22	
6. finished college	2	9	1	5	5	18	8	11	
7. graduate or professional school	1	4	1	5	1	4	3	4	
8. don't know	1	4	1	5	2	7	4	7	
Total	22	99	19	99	29	100	70	100	6.98

<u>Juniors</u>									
1. some grade school	1	4	3	15	0	00	4	06	
2. finished grade school	4	16	3	15	0	00	7	10	
3. some high school	1	4	3	15	3	12	7	10	
4. finished high school	15	60	4	20	9	36	28	41	
5. some college	2	8	1	5	5	20	8	11	
6. finished college	0	00	3	15	5	20	8	11	
7. graduate or professional school	2	8	3	15	2	8	7	10	
8. don't know	0	00	0	00	1	4	1	1	
Total	25	100	20	100	25	100	70	100	24.35**

**significant at .01

	School I		School II		School III		Total		χ^2
	N	%	N	%	N	%	N	%	(7df)
<u>Seniors</u>									
1. some grade school	1	3	1	5	1	3	3	3	
2. finished grade school	7	21	1	5	1	3	9	12	
3. some high school	7	21	2	10	0	00	9	12	
4. finished high school	10	32	9	45	10	35	29	35	
5. some college	5	16	3	15	4	13	12	14	
6. finished college	1	3	3	15	6	20	10	13	
7. graduate or professional school	0	00	1	5	5	17	6	7	
8. don't know	1	3	0	00	3	19	4	4	
Total	32	99	20	100	30	100	82	100	24.78**

**Significant at .01

<u>Total</u>									
1. don't know	4	4.04	9	10.10	8	8.08	21	7.33	
2. some grade school	2	2.03	3	3.37	1	1.01	6	1.15	
3. finished grade school	17	17.17	7	7.86	3	3.03	17	8.39	
4. some high school	15	15.15	11	12.25	5	5.05	31	11.12	
5. finished high school	40	40.40	17	30.34	31	31.31	98	34.38	
6. some college	11	11.11	12	13.49	21	21.21	44	15.49	
7. finished college	5	5.05	13	14.70	19	19.19	37	13.28	
8. graduate or professional school	5	5.05	7	7.89	11	11.12	23	8.25	
Total	99	100.00	89	100.00	99	100.00	287	100.00	

APPENDIX C:5

Percentage Distribution of Highest Formal Education Achievement
of Mother (Step-Mother) as Reported by Students Attend-
ing Three Seminary High Schools

	School I		School II		School III		Total		X ² (8df)
	N	%	N	%	N	%	N	%	
<u>Freshmen</u>									
1. some grade school	0	00	0	00	0	00	0	00	
2. finished grade school	2	10	2	07	0	00	4	07	
3. some high school	3	15	1	03	1	06	5	8	
4. finished high school	6	30	8	27	4	27	18	28	
5. professional school	3	15	3	10	2	14	8	12	
6. some college	1	5	8	26	1	06	10	15	
7. finished college	3	15	5	16	4	26	12	18	
8. graduate	1	5	0	00	1	6	2	3	
9. don't know	1	5	3	10	2	14	6	9	
Total	20	100	30	99	15	99	65	100	11.70

<u>Sophomores</u>									
1. some grade school	0	00	0	00	2	7	2	4	
2. finished grade school	2	9	2	11	1	4	5	7	
3. some high school	2	9	0	00	1	4	3	4	
4. finished high school	12	54	6	31	6	20	24	34	
5. professional school	3	14	2	11	8	26	13	17	
6. some college	2	9	4	21	4	13	10	14	
7. finished college	0	00	4	21	6	21	10	14	
8. graduate	1	4	0	00	0	00	1	2	
9. don't know	0	00	1	5	1	4	2	4	
Total	11	99	19	100	29	99	70	100	20.80**

<u>Juniors</u>									
**Significant at .01									
1. some grade school	0	00	1	5	0	00	1	2	
2. finished grade school	3	12	1	5	1	4	5	8	
3. some high school	2	8	1	5	0	00	3	4	
4. finished high school	12	48	4	20	12	48	28	40	
5. professional school	0	00	7	35	6	24	13	18	
6. some college	4	16	1	5	2	8	7	10	
7. finished college	2	8	5	25	4	16	11	15	
8. graduate	2	8	0	00	0	00	2	3	
9. don't know	0	00	0	00	0	00	0	00	
Total	25	100		100	25	100	70	100	23.59

	School I		School II		School III		Total		χ^2 (8df)
	N	%	N	%	N	%	N	%	
<u>Seniors</u>									
1. some grade school	1	3	1	5	0	00	2	2	
2. finished grade school	4	12	1	5	0	00	5	6	
3. some high school	3	10	1	5	2	6	6	7	
4. finished high school	17	53	9	45	12	40	38	46	
5. professional school	4	12	0	00	3	10	7	8	
6. some college	2	7	1	5	7	23	10	13	
7. finished college	1	3	6	30	3	10	10	13	
8. graduate school	0	00	0	00	3	10	3	3	
9. don't know	0	00	0	00	3	10	3	3	
Total	32	100	20	100	30	99	82	99	29.26

<u>Total</u>									
1. don't know	1	1.01	4	4.45	7	7.08	12	4.32	
2. some grade school	1	1.01	2	2.00	2	2.02	5	1.60	
3. finished grade school	11	11.12	5	5.57	2	2.02	18	6.48	
4. some high school	10	10.10	3	3.37	4	4.04	17	6.12	
5. finished high school	47	47.47	30	33.91	34	34.34	11	39.60	
6. professional school	10	10.10	11	12.41	18	18.18	39	13.28	
7. some college	9	9.09	13	14.70	14	14.14	36	12.96	
8. finished college	6	6.06	20	22.47	17	17.17	43	15.48	
9. graduate school	4	4.04	1	1.12	1	1.01	6	2.16	
Total	99	100.00	89	100.00	99	100.00	287	100.00	

χ^2 (24 df) 20.90 30.08 27.65 35.40**

**Significant at .01

APPENDIX C:6

Rank Order and Percentage Distribution of Four Motivations
Reported by Students in Three Seminary High Schools

1. Pleasing Parents

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	11	55.00	10	33.33	3	20.00	24	36.92
	2	7	35.00	8	26.67	7	46.67	22	33.85
	3	1	5.00	7	23.33	2	13.33	10	15.38
	4	1	5.00	5	16.67	3	20.00	9	13.85
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 (6df) = 8.91$$

Sophomores (N=70)	1	5	22.73	10	52.63	3	10.34	18	25.71
	2	9	40.91	2	10.53	13	44.83	24	34.29
	3	7	31.82	3	15.79	7	24.14	17	24.29
	4	1	4.55	4	21.05	6	20.69	11	15.71
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 16.07$$

Juniors (N=70)	1	3	12.00	2	10.00	2	8.00	7	10.00
	2	9	36.00	9	45.00	10	40.00	28	40.00
	3	10	40.00	5	25.00	4	16.00	19	27.14
	4	3	12.00	4	20.00	9	36.00	16	22.86
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 6.91$$

Seniors (N=82)	1	5	15.62	3	15.00	5	16.67	13	15.85
	2	8	25.00	7	35.00	8	26.67	23	28.05
	3	11	34.38	6	30.00	11	36.66	28	34.15
	4	8	25.00	4	20.00	6	20.00	18	21.95
Total		32	100.00	20	100.00	30	100.00	30	100.00

$$\chi^2 = 0.81$$

2. Learning As Much As Possible In School

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	5	25.00	8	26.67	2	13.33	15	23.08
	2	5	25.00	10	33.33	5	33.33	20	30.77
	3	6	30.00	6	20.00	6	40.00	18	27.69
	4	4	20.00	6	20.00	2	13.33	12	18.46
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 = 3.89$$

Sophomores (N=70)	1	6	27.27	2	10.53	3	10.35	11	15.71
	2	5	22.73	7	36.84	6	20.69	18	25.72
	3	6	27.27	6	31.58	10	34.48	22	31.43
	4	5	22.73	4	21.05	10	34.48	19	27.14
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 7.83$$

Juniors (N=70)	1	10	40.00	2	10.00	2	8.00	14	20.00
	2	7	28.00	7	35.00	4	16.00	18	25.71
	3	6	24.00	3	15.00	11	44.00	20	28.58
	4	2	8.00	8	40.00	8	32.00	18	25.71
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 17.20$$

Seniors (N=82)	1	9	28.13	3	15.00	0	0.00	12	14.65
	2	6	18.74	6	30.00	4	13.33	16	19.50
	3	9	28.13	6	30.00	6	20.00	21	25.61
	4	8	25.00	5	25.00	20	66.67	33	40.24
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$\chi^2 = 16.34$$

3. Living Up To My Religious Ideals

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	2	10.00	10	30.33	7	46.67	19	29.23
	2	5	25.00	8	26.67	2	13.33	15	23.08
	3	8	40.00	8	26.67	3	20.00	19	29.23
	4	5	25.00	4	13.33	3	20.00	12	18.46
	Total	20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 = 6.93$$

Sophomores (N=70)	1	5	22.73	4	21.05	15	51.73	24	34.29
	2	6	27.27	6	31.58	7	24.14	19	27.15
	3	3	13.64	4	21.05	3	10.34	10	14.29
	4	8	36.36	5	26.32	4	13.79	17	24.29
	Total	22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 1.83$$

Juniors (N=70)	1	5	20.00	4	20.00	7	28.00	16	22.86
	2	4	16.00	2	10.00	5	20.00	11	15.71
	3	6	24.00	7	35.00	6	24.00	19	27.14
	4	10	40.00	7	35.00	7	28.00	24	34.29
	Total	25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 1.83$$

Seniors (N=82)	1	9	28.15	5	25.00	12	40.00	26	31.71
	2	9	28.15	5	25.00	6	20.00	20	24.39
	3	9	28.15	4	20.00	8	26.67	21	25.61
	4	5	15.55	6	30.00	4	13.33	15	18.29
	Total	32	100.00	20	100.00	30	100.00	30	100.00

$$\chi^2 = 2.60$$

4. Being Accepted And Liked By Other Seminarions

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	2	10.00	3	10.00	3	20.00	8	12.31
	2	3	15.00	3	10.00	1	6.67	7	10.77
	3	4	20.00	10	33.33	3	20.00	17	26.15
	4	11	55.00	14	46.67	8	53.33	33	50.77
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 = 2.144$$

Sophomores (N=70)	1	6	27.27	1	5.26	8	27.59	15	21.43
	2	2	9.09	5	26.32	4	13.79	11	15.71
	3	6	27.28	5	26.32	8	27.59	19	27.14
	4	8	36.36	8	42.10	9	31.03	25	35.72
Total		22	100.00	19	100.00	39	100.00	70	100.00

$$\chi^2 = 4.55$$

Juniors (N=70)	1	9	36.00	11	55.00	14	56.00	34	48.57
	2	5	20.00	1	5.00	6	24.00	12	17.14
	3	2	8.00	5	25.00	4	16.00	11	15.71
	4	9	36.00	3	15.00	1	4.00	13	18.58
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 12.92$$

Seniors (N=82)	1	10	31.25	9	45.00	12	40.00	31	37.80
	2	8	25.00	2	10.00	11	36.67	21	25.61
	3	3	9.38	4	20.00	4	13.33	11	13.41
	4	11	34.37	5	25.00	3	10.00	19	23.18
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$\chi^2 = 8.32$$

APPENDIX C:7

Five Activities Ranked In Order Of Their Importance By
Students In Three Seminary High Schools and Reported
In Percentage Distributions

1. Being With Friends and Enjoying Activities During Vacation Time

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	6	30.00	7	23.33	4	26.67	17	26.15
	2	7	35.00	4	13.33	8	53.33	19	29.23
	3	2	10.00	4	13.33	2	13.33	8	12.31
	4	4	20.00	13	43.33	1	6.67	18	27.69
	5	1	5.00	2	6.68	0	0.00	3	4.62
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 (8df) = 12.57$$

Sophomores (N=70)	1	8	36.36	4	21.05	8	27.59	20	28.57
	2	7	31.82	5	26.32	7	24.14	19	27.14
	3	2	9.09	4	21.05	7	24.14	13	18.57
	4	5	22.73	3	15.79	4	13.79	12	17.14
	5	0	0.00	3	15.79	3	10.34	6	8.58
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 6.50$$

Juniors (N=70)	1	11	44.00	3	15.00	4	16.00	18	25.71
	2	8	32.00	6	30.00	9	36.00	23	32.86
	3	4	16.00	6	30.00	5	20.00	15	21.43
	4	0	0.00	1	5.00	5	20.00	6	8.57
	5	2	2.00	4	20.00	2	8.00	8	11.43
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 13.76$$

Seniors (N=82)	1	14	43.75	6	30.00	14	46.67	34	41.46
	2	6	18.75	3	15.00	11	36.67	20	24.39
	3	10	31.75	3	15.00	2	6.67	15	18.29
	4	2	6.25	5	25.00	2	6.67	9	10.98
	5	0	0.00	3	15.00	1	3.32	4	4.88
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$\chi^2 = 17.04$$

2. Taking Part In Activities In The Seminary

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen	1	2	10.00	7	23.32	2	13.33	11	16.92
	2	4	20.00	8	26.67	1	6.67	13	20.00
	3	5	25.00	11	36.67	6	40.00	22	33.85
	4	5	25.00	2	6.67	5	33.33	12	18.46
	5	4	20.00	2	6.67	1	6.67	7	10.77
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 = 11.27$$

Sophomores (N=70)	1	3	13.64	3	15.79	5	17.24	11	15.71
	2	4	18.18	5	26.32	11	37.93	20	28.57
	3	6	27.27	5	26.32	6	20.69	17	24.29
	4	6	27.27	4	21.05	4	13.79	14	20.00
	5	3	13.64	2	10.52	3	10.35	8	11.43
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 4.19$$

Juniors (N=70)	1	7	28.00	4	20.00	9	36.00	20	28.57
	2	3	12.00	5	25.00	1	4.00	9	12.86
	3	5	20.00	4	20.00	7	28.00	16	22.86
	4	6	24.00	5	25.00	5	20.00	16	22.86
	5	4	16.00	2	10.00	3	12.00	9	12.85
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 7.14$$

Seniors (N=82)	1	5	15.65	7	35.00	1	3.32	13	15.85
	2	11	34.38	5	25.00	2	6.67	18	21.95
	3	4	12.50	4	20.00	5	16.67	13	15.85
	4	9	28.13	2	10.00	14	46.67	25	30.50
	5	3	9.34	2	10.00	8	26.67	13	15.85
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$\chi^2 = 17.06$$

3. Having A Carefree Time

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	3	15.00	0	0.00	0	0.00	3	4.62
	2	1	5.00	3	10.00	1	6.67	5	7.69
	3	6	30.00	0	0.00	2	13.33	8	12.31
	4	0	0.00	4	13.33	2	13.33	6	9.23
	5	10	50.00	23	76.67	10	66.67	43	66.15
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$\chi^2 = 19.53$$

Sophomores (N=70)	1	2	9.09	2	10.53	3	10.34	7	10.00
	2	0	0.00	0	0.00	4	13.79	4	5.71
	3	2	9.09	2	10.53	4	13.79	8	11.43
	4	1	4.55	2	10.53	7	24.14	10	14.29
	5	17	77.27	13	68.41	11	37.92	41	58.57
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$\chi^2 = 13.29$$

Juniors (N=70)	1	1	4.00	7	35.00	3	12.00	11	15.71
	2	3	12.00	1	5.00	2	8.00	6	8.57
	3	6	24.00	4	20.00	7	28.00	17	24.29
	4	4	16.00	2	10.00	4	16.00	10	14.29
	5	11	44.00	6	30.00	9	36.00	26	37.14
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$\chi^2 = 7.65$$

Seniors (N=82)	1	0	0.00	1	5.00	8	26.67	9	10.98
	2	3	9.38	4	20.00	4	13.33	11	13.41
	3	3	9.38	1	5.00	10	33.33	14	17.07
	4	6	18.75	2	10.00	4	13.33	12	14.63
	5	20	62.49	12	60.00	4	13.34	36	43.91
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$\chi^2 = 27.06$$

4. Enjoying The Respect Of Others

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen (N=65)	1	1	5.00	5	16.67	1	6.67	7	10.77
	2	3	15.00	5	16.67	3	20.00	11	16.92
	3	4	20.00	8	26.67	3	20.00	15	23.08
	4	7	35.00	10	33.33	5	33.33	22	33.85
	5	5	25.00	2	6.66	3	20.00	10	15.38
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$X^2 = 2.69$$

Sophomores (N=70)	1	2	9.09	3	15.79	3	10.34	8	11.43
	2	5	22.73	3	15.79	0	0.00	8	11.43
	3	7	31.82	3	15.79	5	17.24	15	21.43
	4	7	31.82	8	42.11	9	31.03	24	34.29
	5	1	4.54	2	10.52	12	41.39	15	21.42
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$X^2 = 16.80$$

Juniors (N=70)	1	1	4.00	1	5.00	4	16.00	6	8.57
	2	6	24.00	2	10.00	4	16.00	12	17.14
	3	5	20.00	5	25.00	3	12.00	13	18.57
	4	9	36.00	7	35.00	5	20.00	21	30.00
	5	4	16.00	5	25.00	9	36.00	18	25.72
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$X^2 = 7.58$$

Seniors (N=82)	1	6	18.75	4	20.00	4	13.33	14	17.07
	2	7	21.88	5	25.00	5	16.67	17	20.73
	3	6	18.75	5	25.00	5	16.67	16	19.51
	4	9	28.13	4	20.00	2	6.67	15	18.29
	5	4	12.49	2	10.00	14	46.66	20	24.40
Total		32	100.00	20	100.00	30	100.00	82	100.00

$$X^2 = 12.95$$

5. Doing Things With One's Family

Group	Rank	School I		School II		School III		Total	
		N	%	N	%	N	%	N	%
Freshmen	1	9	45.00	12	40.00	9	60.00	30	46.15
	2	5	25.00	8	26.67	2	13.33	15	23.08
	3	3	15.00	8	26.67	2	13.33	13	20.00
	4	3	15.00	1	3.33	1	6.67	5	7.69
	5	0	0.00	1	3.33	1	6.67	2	3.08
Total		20	100.00	30	100.00	15	100.00	65	100.00

$$X^2 = 5.58$$

Sophomores (N=70)	1	7	31.82	7	36.84	9	31.03	23	32.86
	2	6	27.27	6	31.58	7	24.14	19	27.14
	3	5	22.73	4	21.05	7	24.14	16	22.86
	4	3	13.64	2	10.53	5	17.24	10	14.29
	5	1	4.54	0	0.00	1	3.45	2	2.85
Total		22	100.00	19	100.00	29	100.00	70	100.00

$$X^2 = 2.51$$

Juniors (N=70)	1	6	24.00	3	15.00	4	16.00	13	18.57
	2	6	24.00	5	25.00	10	40.00	21	30.00
	3	4	16.00	2	10.00	4	16.00	10	14.29
	4	5	20.00	5	25.00	5	20.00	15	21.43
	5	4	16.00	5	25.00	2	8.00	11	15.71
Total		25	100.00	20	100.00	25	100.00	70	100.00

$$X^2 = 3.32$$

Seniors (N=80)	1	7	23.33	2	10.00	6	20.00	15	18.75
	2	5	16.67	3	15.00	9	30.00	17	21.25
	3	9	30.00	6	30.00	8	26.67	23	28.75
	4	6	20.00	7	35.00	5	16.67	18	22.50
	5	3	10.00	2	10.00	2	6.66	7	8.75
Total		30	100.00	20	100.00	30	100.00	80	100.00

$$X^2 = 4.34$$

APPENDIX D:1

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIREALL FRESHMEN
(N= 65)

Item no1	Description		Sch I %	Sch II %	Sch III %	Total %	X ² 2df (3)
36	The students here come from many different kinds of homes and backgrounds.	true false N= 20 N=30	80 20 N= 20	86 13 N=30	100 0 N=15	87 12 N=65	3.23
37	Most classes are very well planned.	true false N= 20 N=30	70 30 N= 20	53 46 N=30	93 6 N=15	67 32 N=65	7.38*
38	Teachers often try to get students to speak up freely and openly in class.	true false N= 20 N=30	90 10 N= 20	83 16 N=30	93 6 N=15	87 12 N=65	1.06
39	There is a lot of competition for grades.	true false N=19 N=30	68 31 N=19	53 46 N=30	40 60 N=15	54 45 N=64	2.77
40	In most classes there is very little joking and laughing.	true false N= 20 N=30	10 90 N= 20	20 80 N=30	20 80 N=15	16 83 N=65	0.98
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false N= 20 N= 30	55 45 N= 20	46 53 N= 30	85 14 N= 14	57 42 N= 64	6.06*
42	Teachers here are genuinely concerned with a student's feelings.	true false N= 20 N= 30	90 10 N= 20	70 30 N= 30	100 0 N=15	83 16 N= 65	7.30*
43	You need permission to do <u>anything</u> around here.	true false N= 20 N=30	15 85 N= 20	43 56 N=30	60 40 N= 15	38 61 N= 65	7.89*
44	There is a lot of school spirit.	true false N= 20 N= 30	100 0 N= 20	73 26 N= 30	100 0 N= 15	87 12 N= 65	10.64**
45	When students think a teacher's decision is unfair they try to get it changed.	true false N=19 N=30	68 31 N=19	96 3 N=30	53 46 N=15	78 21 N= 64	12.47**
46	Most students look up to their teachers and admire them.	true false N= 20 N=29	70 30 N= 20	31 68 N=29	100 0 N=15	59 40 N= 64	20.85**
47	Student elections produce a lot of interest and strong feeling.	true false N=20 N=30	60 40 N=20	63 36 N=30	46 53 N=15	58 41 N= 65	1.17
48	Students are always coming up with new fads and expressions.	true false N=20 N=29	85 15 N=20	79 20 N=29	100 0 N=15	85 14 N= 64	3.52
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false N=20 N=30	85 15 N=20	93 6 N=30	93 6 N=15	90 9 N= 65	1.14
50	Students try to be good in sports as a way to gain recognition.	true false N=20 N=29	70 30 N=20	55 44 N=29	33 66 N=15	54 45 N= 64	4.65
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false N= 19 N=30	5 94 N= 19	33 66 N=30	33 66 N=15	25 75 N= 64	3.61
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false N= 20 N= 29	20 80 N= 20	65 34 N= 29	33 66 N=15	43 56 N= 64	10.82**

Item no	Description		Sch I %	Sch II %	Sch III %	Total %	X ²
53	Once you have made a mistake, it's hard to life it down in this school.	true false	15 85 N=20	36 63 N=30	20 80 N=15	26 73 N=65	3.29
54	The way people feel around here is always fairly evident.	true false	80 20 N=20	89 10 N=29	80 20 N=15	84 15 N=64	1.12
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false	100 0 N=20	66 33 N=30	86 13 N=15	81 18 N=65	9.19*
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false	25 75 N=20	30 70 N=30	6 93 N=15	23 76 N=65	3.12
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false	84 15 N=19	59 40 N=27	85 14 N=14	73 26 N=60	4.98
58	The administration and faculty often make you feel like a child.	true false	5 94 N=19	36 63 N=30	40 60 N=15	28 71 N=64	7.04*
59	Popularity, pull and bluff get students through many courses.	true false	25 75 N=20	20 30 N=30	13 15 N=15	20 65 N=65	0.72
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false	55 45 N=20	58 41 N=29	33 66 N=15	51 48 N=64	2.66
61	When students do not like a school rule, they really work hard to get it changed.	true false	36 63 N=19	43 56 N=30	33 66 N=15	39 60 N=64	0.47
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false	50 50 N=20	50 50 N=30	53 46 N=15	50 49 N=65	0.05
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false	27 72 N=18	24 75 N=29	53 46 N=15	32 67 N=62	4.08
64	Teachers go out of their way to help you.	true false	70 30 N=20	66 33 N=30	93 6 N=15	73 26 N=65	3.90
65	The rector is willing to hear student complaints.	true false	100 0 N=20	86 13 N=29	73 26 N=15	87 12 N=64	5.65
66	When someone is out sick for a while his classmates let him know that he is missed.	true false	80 20 N=20	63 36 N=30	60 40 N=15	67 32 N=65	2.05
67	Most students are not interested in television programs dealing with social and political problems.	true false	10 90 N=20	44 55 N=29	15 84 N=13	27 72 N=62	8.41*
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false	75 25 N=20	68 31 N=29	86 13 N=15	75 25 N=64	1.65
69	There always seems to be a lot of little quarrels going on.	true false	60 40 N=20	62 37 N=29	53 46 N=15	59 40 N=64	0.31
70	Everyone has a lot of good fun at this seminary.	true false	78 21 N=19	71 28 N=28	93 6 N=15	79 20 N=62	2.82

1 Item number in Questionnaire.

2 Percenta rounded to either 99 or 100.

(3) * significant at .05
** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORYALL FRESHMEN
(N=65)

Item no1	Value2	Description (Prefix-- "I ought to...")	Sch. I %	Sch. II %	Sch. III %	Total %	X ² 2df (4)
71	T3 work harder than most of those in my class. E2 work at least as hard as most of those in my class.		65 35 N=20	70 30 N=30	66 33 N=15	67 32 N=65	0.14
72	E2 do things which most other people do. T2 do things which are out-of-the-ordinary.		80 20 N=20	60 40 N=30	86 13 N=15	72 27 N=65	4.40
73	T2 have my own ideas about politics and religion. E2 try to agree with others on these matters.		70 30 N=20	76 23 N=30	80 20 N=15	75 24 N=65	0.51
74	T3 attain more education than my father or mother attained. E4 enjoy more of the good things of life than my father and mother enjoyed.		90 10 N=20	79 20 N=29	71 29 N=14	80 19 N=63	1.93
75	E4 feel that the future is uncertain and unpredictable. T4 feel that the future is full of opportunities for me.		25 75 N=20	10 89 N=29	20 80 N=15	17 82 N=64	1.89
76	E4 feel that happiness is the most important thing in life for me. T1 feel that enduring suffering and pain is important for me in the long run.		50 50 N=20	31 68 N=29	42 57 N=14	39 60 N=63	1.85
77	E1 rely on the advice of others in making decisions. T2 be independent in making decisions.		30 70 N=20	41 58 N=29	33 66 N=15	35 64 N=64	0.72
78	T4 feel it is my duty to save as much money as I can. E4 feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.		35 65 N=20	58 41 N=29	33 66 N=15	45 54 N=64	3.79
79	T4 save all of the ten dollar bill I received. E4 spend five of the ten dollars for something I will enjoy.		35 65 N=20	55 44 N=29	60 40 N=15	50 50 N=64	2.71
80	E2 spend enough on clothes to dress as well as my friends. T4 spend only enough on clothes as to look presentable and save the rest for future needs.		35 65 N=20	24 75 N=29	28 71 N=14	28 71 N=63	0.68
81	T3 put in long hours of work or study without any but necessary interruptions. E3 know that if even I stop work for slim excuses I'll still get the job done anyway.		70 30 N=20	82 17 N=29	71 28 N=14	76 23 N=63	1.28
82	T4 feel that it is most important to live for the future. E4 feel that today is important and I should live each day to the fullest.		25 75 N=20	20 79 N=29	20 80 N=15	21 78 N=64	0.16
83	E3 feel that "right" and "wrong" are relative terms. T1 feel that I should have strong convictions about what is right or wrong.		0 100 N=20	10 89 N=29	13 86 N=15	7 92 N=64	2.58
84	T3 work hard to do most things better than others. E3 work hard at some things and leave others to those who are more qualified than I.		70 30 N=20	55 44 N=29	57 42 N=14	60 39 N=63	1.16
85	E3 feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again. T1 feel that the most important thing in life is to strive for eternal peace.		65 35 N=20	55 44 N=29	64 35 N=14	60 39 N=63	0.59

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df
86	T1 consider that work is important, fun is not too important. E4 consider that all work and no play is not good for me.		25 75 N= 20	34 65 N= 29	6 93 N= 15	25 75 N= 64	4.07
87	E2 hold that what others think about right and wrong should influence my thinking. T2 hold that my own convictions about right and wrong are most important.		40 60 N= 20	24 75 N= 29	26 73 N= 15	29 70 N= 64	1.51
88	T2 defend my ideas about right and wrong. E3 be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.		55 45 N= 20	57 42 N= 28	46 53 N= 15	53 46 N= 63	0.44
89	E1 make as many social contacts as possible. T1 be willing to sacrifice myself for the sake of a better world.		55 45 N= 20	37 62 N= 29	57 42 N= 14	47 53 N= 63	2.03
90	E3 get all my work done on my own. T2 get my work done with the help of others when necessary.		20 80 N= 20	62 37 N= 29	13 86 N= 15	37 62 N= 64	13.82**
91	E2 wear clothes similar to those of my friends. T2 dress moderately even though this makes me different from my friends.		30 70 N= 20	27 72 N= 29	33 66 N= 15	29 70 N= 64	0.15
92	E4 work hard only if I am paid for it. T2 work hard at doing something creative regardless of pay.		0 100 N= 18	6 93 N= 30	0 100 N= 15	3 96 N= 63	2.27
93	E4 get summer work that will allow me to enjoy some of the luxuries of life. T3 get a summer job that will help me with my vocation to the priesthood.		44 55 N= 18	21 78 N= 28	21 78 N= 14	28 71 N= 60	3.28
94	T3 feel that I should be able to solve difficult problems and puzzles. E3 feel that difficult problems and puzzles are good for some people but are not for everybody.		77 22 N= 18	79 20 N= 29	53 46 N= 15	72 27 N= 62	3.69
95	E2 consider that style is more important than quality in clothes. T1 consider that quality is more important than style in clothes.		22 77 N= 18	17 82 N= 28	13 86 N= 15	18 81 N= 61	0.43
96	T2 say what I think is right about things. E1 think of the effect on others before I speak.		38 61 N= 18	44 55 N= 29	26 73 N= 15	38 61 N= 62	1.37
97	E2 feel comfortable getting the same grades as most of the people in my class. T2 feel comfortable near the head of the class.		27 72 N= 18	44 55 N= 29	28 71 N= 14	36 63 N= 61	1.84
98	T2 have my own firm ideas about correct behavior. E2 look to others for the kind of behavior which is approved by the group.		83 16 N= 18	96 3 N= 29	93 6 N= 15	91 8 N= 62	2.66
99	T1 feel that discipline in the seminary is not as strict as it should be. E1 feel that the change from strict discipline in the seminary today is a good one.		5 94 N= 18	34 65 N= 29	6 93 N= 15	19 80 N= 62	7.99*
100	T4 consider that the most important thing in school is to gain knowledge useful to me in the future. E1 consider that the most important thing in school is to learn how to get along well with people.		55 44 N= 18	58 41 N= 29	28 71 N= 14	50 49 N= 61	3.64
101	T2 do things without regard to what others may think. E4 do things which allow me to have fun and be happy.		50 50 N= 18	68 31 N= 29	33 66 N= 15	54 45 N= 62	5.30
102	E3 take only classes which are interesting to me whether or not they will do me some good in the future. T4 take a class which is uninteresting to me but which will do me some good in the future.		5 94 N= 18	10 89 N= 29	14 85 N= 14	9 90 N= 61	0.69

Item no	Value	Description (Prefix: "I ought to...")	Sch. I %	Sch. II %	Sch. III %	Total %	X ² 2df
103	E1	go to a school activity to enjoy myself by being with people.	83	75	93	82	
	T1	go to a school activity because it is my duty to be loyal to my class or the school.	16 N=18	24 N= 29	6 N= 15	17 N= 62	2.08
104	T4	feel it is right to spend less for clothes in order to save for the future.	38	34	28	34	
	E3	feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	61 N=18	65 N= 29	71 N= 14	65 N= 61	0.37
105	T2	do things very few others can do.	33	17	6	19	
	E1	do things cooperatively with others.	66 N=18	82 N= 28	93 N= 15	80 N= 61	3.70
106	E2	use the same expressions my friends use so that they won't think I'm odd.	16	10	33	18	
	T1	speak in the most clear and correct manner.	83 N=18	89 N= 28	66 N= 15	81 N= 61	3.41
107	T4	feel that it is right to save for the future.	66	50	60	57	
	E3	feel that whether or not it is right to save for the future is up to the individual.	33 N= 18	50 N= 28	40 N= 15	42 N= 61	1.30
108	T4	choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	66	64	60	63	
	E1	choose a job in which I can work with many interesting people.	33 N= 18	35 N= 28	40 N= 15	61 N= 61	0.16
109	E4	mix a little pleasure with my work so I don't get bored.	70	27	33	42	
	T3	keep at a job until it is finished.	30 N= 20	72 N= 29	66 N= 15	57 N= 64	9.36**
110	E4	get as much pleasure as I can out of life now.	10	13	6	10	
	T2	stand by my own convictions.	90 N= 20	86 N= 30	93 N= 15	89 N= 65	0.48
111	E3	feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	70	55	66	62	
	T1	feel guilty when I misbehave and expect to be punished.	30 N= 20	44 N= 29	33 N= 15	37 N= 54	1.25
112	T1	have less freedom in the classroom.	20	50	92	50	
	E1	have more freedom in the classroom.	80 N= 20	50 N= 30	7 N= 14	50 N= 64	17.48**
113	T3	be very ambitious.	36	60	46	50	
	E1	be very sociable.	63 N= 19	40 N= 30	53 N= 15	50 N= 64	2.58
114	E2	choose a job in which I'll earn as much as most of my friends.	15	13	7	12	
	T4	choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	85 N= 20	86 N= 29	92 N= 14	87 N= 63	0.51
115	E1	get the kind of job which will bring me in contact with many interesting people.	30	36	66	41	
	T3	get the kind of job which will make me a success in life.	70 N= 20	63 N= 30	33 N= 15	58 N= 65	5.29
116	E3	feel that whether or not it is right to plan and save for the future is a matter of opinion.	30	23	46	30	
	T4	feel that it is right to plan and save for the future.	70 N= 20	76 N= 30	53 N= 15	69 N= 65	2.56
117	T1	be willing to sacrifice myself for a better world.	85	93	66	84	
	E2	feel it is important to behave like most other people do.	15 N= 20	6 N= 29	33 N= 15	15 N= 64	3.24
118	T4	deny myself enjoyment for the present for better things in the future.	45	63	42	53	
	E1	have fun attending parties and being with people.	55 N= 20	36 N= 30	57 N= 14	46 N= 64	2.37
119	E2	be satisfied to do as well in life as my father did.	25	20	40	26	
	T3	attain a higher position in life than my father did.	75 N= 20	80 N= 30	60 N= 15	73 N= 65	2.09

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ²
120	T4	feel that it will be good for me later if I endure some unpleasant things now.	80	56	66	66	
	E3	feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	20 N=20	43 N=30	33 N=15	33 N=65	2.92
121	E2	be able to have most of the things my friends have.	5	17	21	14	
	T4	be able to have enough money to lay away some for future needs.	95 N=20	82 N=29	78 N=14	85 N=63	2.19
122	E4	feel that happiness is the most important thing in life.	45	60	33	49	
	T1	feel that being respected is the most important thing in life.	55 N=20	40 N=30	66 N=15	50 N=65	3.05
123	T1	feel that more physical punishment is needed by children today.	50	83	57	67	
	E3	feel that physical punishment does the child more harm than good.	50 N=20	16 N=30	42 N=14	32 N=64	6.86*
124	T3	exert every effort to be more successful this year than I was last year.	85	86	80	84	
	E2	be content with a reasonable amount of success and live longer.	15 N=20	13 N=30	20 N=15	15 N=65	0.34
125	T1	try very hard to overcome my emotions.	95	73	92	84	
	E4	get as much pleasure as I can out of life now.	5 N=20	26 N=30	7 N=14	15 N=64	5.35
126	T3	feel it is important to be more successful this year than last year.	55	50	46	50	
	E1	feel it is important to get along well with others.	45 N=20	50 N=28	53 N=15	49 N=63	0.25
127	E3	feel that children are born good.	95	89	85	90	
	T1	feel that children are born sinful.	5 N=20	10 N=28	14 N=14	9 N=62	0.87
128	T2	spend as much time as I can working indendently.	90	89	85	88	
	E4	spend as much time as I can having fun.	10 N=20	10 N=28	14 N=14	11 N=62	0.16
129	T4	deny myself enjoyment for the present for better things in the future.	65	75	46	65	
	E1	be able to have as much enjoyment as my friends have.	35 N=20	25 N=28	53 N=15	34 N=63	3.45
130	T3	feel that it is right to be very ambitious.	75	64	33	60	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	25 N=20	35 N=28	66 N=15	39 N=63	6.54*
131	E1	choose to work with people I like in a job I don't like.	40	46	57	46	
	T3	choose to work with people I don't like in a job I like.	60 N=20	53 N=28	42 N=14	53 N=62	0.97
132	T3	work as hard as I can in order to be successful.	85	85	73	82	
	E4	work as hard as I can in order to enjoy some of the fun of life.	15 N=20	14 N=28	26 N=15	17 N=63	1.16
133	T3	strive to be an expert in at least one thing.	40	48	20	38	
	E2	do many things quite well but not necessarily be an expert in everything.	60 N=20	51 N=27	80 N=15	61 N=62	3.24
134	E1	enjoy myself doing things with others.	90	75	93	84	
	T2	enjoy myself doing many things alone.	10 N=20	25 N=28	6 N=15	15 N=63	3.21

1 Item number in Questionnaire.

2 Values:

Traditional

T1 Puritan Morality

T2 Individualism

T3 Work Success

T4 Future Time Orientation

Emergent

E1 Sociability

E2 Conformity

E3 Moral Relativism

E4 Present Time Orientation

3 Percents rounded to either 99 or 100

(*) * significant at .05

** significant at .01

APPENDIX D:2

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIREALL SOPHOMORES
(N= 70)

Item no1	Description		Sch I %	Sch II %	Sch III %	Total %	X ² 2df(3)
36	The students here come from many different kinds of homes and backgrounds.	true false	95 4 N= 22	100 .0 N=19	96 33 N= 28	97 2 N= 69	0.82
37	Most classes are very well planned.	true false	81 18 N= 22	84 15 N=19	89 10 N=29	85 14 N=70	0.67
38	Teachers often try to get students to speak up freely and openly in class.	true false	95 4 N=22	84 15 N=19	75 24 N=29	84 15 N=70	3.62
39	There is a lot of competition for grades.	true false	68 31 N=22	63 36 N=19	65 34 N=29	65 34 N=70	0.11
40	In most classes there is very little joking and laughing.	true false	4 95 N=22	10 89 N=19	.0 100 N=29	4 95 N=70	3.10
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false	72 27 N=22	52 47 N=19	85 14 N=28	72 27 N=69	6.20*
42	Teachers here are genuinely concerned with a student's feelings.	true false	90 9 N= 22	68 31 N=19	92 7 N= 20	85 14 N= 69	6.21*
43	You need permission to do anything around here.	true false	22 77 N= 22	77 22 N=18	60 39 N=28	52 47 N= 68	13.19**
44	There is a lot of school spirit.	true false	100 0 N= 20	63 36 N=19	96 3 N=29	88 11 N=68	16.10**
45	When students think a teacher's decision is unfair they try to get it changed.	true false	90 9 N= 21	100 0 N=19	75 25 N=20	86 13 N=60	6.52*
46	Most students look up to their teachers and admire them.	true false	90 9 N= 21	36 63 N=19	85 14 N=28	73 26 N=68	18.37**
47	Student elections produce a lot of interest and strong feeling.	true false	81 18 N= 22	47 52 N=19	41 58 N=29	55 44 N=70	9.02*
48	Students are always coming up with new fads and expressions.	true false	100 0 N=22	94 5 N=18	96 3 N=29	97 2 N=69	1.13
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false	86 13 N=22	94 5 N=17	86 13 N=29	88 11 N=68	0.75
50	Students try to be good in sports as a way to gain recognition.	true false	66 33 N=21	66 33 N=18	20 79 N=29	47 52 N=68	14.11**
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false	40 59 N=22	22 77 N=18	44 55 N=29	37 62 N=69	2.56
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false	36 63 N=22	55 44 N=18	40 51 N=29	46 53 N=69	1.53

Item no	Description		Sch I %	Sch II %	Sch III %	Total %	X ²
53	Once you have made a mistake, it's hard to live it down in this school.	true false N=22 N=18 N=29 N=69	9 90 N=22	38 61 N=18	17 82 N=29	20 79 N=69	5.72
54	The way people feel around here is always fairly evident.	true false N=22 N=18 N=29 N=69	90 9 N=22	100 0 N=18	89 10 N=29	92 7 N=69	1.93
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false N=21 N=18 N=29 N=68	95 4 N=21	55 44 N=18	93 6 N=29	83 16 N=68	14.46**
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false N=22 N=18 N=29 N=68	27 72 N=22	44 55 N=18	10 89 N=29	25 75 N=68	6.73*
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false N=22 N=18 N=29 N=69	86 13 N=22	50 50 N=18	75 24 N=29	72 27 N=69	6.85*
58	The administration and faculty often make you feel like a child.	true false N=20 N=18 N=28 N=66	0 100 N=20	38 61 N=18	50 50 N=28	31 68 N=66	14.01**
59	Popularity, pull and bluff get students through many courses.	true false N=21 N=17 N=29 N=67	23 76 N=21	11 88 N=17	20 79 N=29	19 80 N=67	0.92
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false N=21 N=18 N=29 N=68	38 61 N=21	50 50 N=18	13 86 N=29	30 69 N=68	7.56*
61	When students do not like a school rule, they really work hard to get it changed.	true false N=22 N=18 N=29 N=69	77 22 N=22	44 55 N=18	75 24 N=29	68 31 N=69	6.29*
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false N=22 N=18 N=28 N=68	40 59 N=22	72 27 N=18	14 85 N=28	38 61 N=68	15.67**
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false N=22 N=18 N=28 N=68	31 68 N=22	22 77 N=18	42 57 N=28	33 66 N=68	2.14
64	Teachers go out of their way to help you.	true false N=20 N=19 N=29 N=68	95 5 N=20	63 36 N=19	89 10 N=29	83 16 N=68	8.55*
65	The rector is willing to hear student complaints.	true false N=21 N=19 N=29 N=69	100 0 N=21	84 15 N=19	100 0 N=29	95 4 N=69	0.25*
66	When someone is out sick for a while his classmates let him know that he is missed.	true false N=22 N=19 N=28 N=69	72 27 N=22	73 26 N=19	64 35 N=28	69 30 N=69	0.62
67	Most students are not interested in television programs dealing with social and political problems.	true false N=22 N=18 N=26 N=66	4 95 N=22	38 61 N=18	23 76 N=26	21 78 N=66	7.07*
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false N=21 N=18 N=29 N=68	90 9 N=21	88 11 N=18	93 6 N=29	91 8 N=68	0.26
69	There always seems to be a lot of little quarrels going on.	true false N=21 N=19 N=28 N=68	47 52 N=21	57 42 N=19	17 83 N=28	38 61 N=68	8.81*
70	Everyone has a lot of good fun at this seminary.	true false N=20 N=18 N=20 N=66	80 20 N=20	83 16 N=18	92 7 N=20	86 13 N=66	1.83

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05

** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORY

ALL SOPHOMORES
(N= 70)

Item no1	Value ²	Description (Prefix--- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² _{2df} ⁽⁴⁾
71	T3 work harder than most of those in my class. E2 work at least as hard as most of those in my class.		36 63 N= 22	68 31 N= 19	44 55 N= 29	48 51 N=70	4.47
72	E2 do things which most other people do. T2 do things which are out-of-the-ordinary.		66 33 N= 21	47 52 N= 19	80 19 N= 26	66 33 N=66	5.51
73	T2 have my own ideas about politics and religion. E2 try to agree with others on these matters.		77 22 N= 22	83 16 N= 18	79 20 N= 29	79 20 N=69	0.22
74	T3 attain more education than my father or mother attained. E4 enjoy more of the good things of life than my father and mother enjoyed.		80 19 N= 21	100 0 N= 10	87 12 N= 24	88 11 N=63	3.63
75	E4 feel that the future is uncertain and unpredictable. T4 feel that the future is full of opportunities for me.		13 86 N= 22	5 94 N= 19	3 96 N= 29	7 92 N=70	2.09
76	E4 feel that happiness is the most important thing in life for me. T1 feel that enduring suffering and pain is important for me in the long run.		52 47 N= 21	42 57 N= 19	65 34 N= 29	55 44 N=69	2.63
77	E1 rely on the advice of others in making decisions. T2 be independent in making decisions.		33 68 N= 21	47 52 N= 19	44 55 N= 27	41 58 N=67	0.93
78	T4 feel it is my duty to save as much money as I can. E4 feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.		18 81 N= 22	36 63 N= 19	27 72 N= 29	27 72 N=70	1.80
79	T4 save all of the ten dollar bill I received. E4 spend five of the ten dollars for something I will enjoy.		22 77 N= 22	26 73 N= 19	16 84 N= 25	21 78 N=66	0.73
80	E2 spend enough on clothes to dress as well as my friends. T4 spend only enough on clothes as to look presentable and save the rest for future needs.		22 77 N= 22	21 78 N= 19	31 68 N= 29	25 74 N= 70	0.74
81	T3 put in long hours of work or study without any but necessary interruptions. E3 know that if even I stop work for slim excuses I'll still get the job done anyway.		45 54 N= 22	84 15 N= 19	46 53 N= 28	56 43 N= 69	8.18*
82	T4 feel that it is most important to live for the future. E4 feel that today is important and I should live each day to the fullest.		33 66 N= 21	36 63 N= 19	21 78 N= 20	29 70 N= 68	1.52
83	E3 feel that "right" and "wrong" are relative terms. T2 feel that I should have strong convictions about what is right or wrong.		13 86 N= 22	11 88 N= 18	51 48 N= 29	28 71 N= 69	12.59**
84	T3 work hard to do most things better than others. E3 work hard at some things and leave others to those who are more qualified than I.		18 81 N= 22	47 52 N= 19	41 58 N= 29	35 64 N=70	4.47
85	E3 feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again. T1 feel that the most important thing in life is to strive for eternal peace.		68 31 N= 22	57 42 N= 19	71 28 N= 28	66 33 N=69	0.96
86	T1 consider that work is important, fun is not too important. E4 consider that all work and no play is not good for me.		9 90 N= 22	31 68 N= 19	6 93 N= 29	14 85 N=70	6.41*

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df
87	E2	hold that what others think about right and wrong should influence my thinking.	36	30	27	33	
	T2	hold that my own convictions about right and wrong are most important.	63 N=22	61 N=18	72 N=29	66 N=69	0.77
88	T2	defend my ideas about right and wrong.	54	55	50	56	
	E3	be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	45 N=22	44 N=18	41 N=29	43 N=69	0.09
89	E1	make as many social contacts as possible.	40	33	48	41	
	T1	be willing to sacrifice myself for the sake of a better world.	60 N=20	66 N=18	51 N=27	50 N=65	1.00
90	E3	get all my work done on my own.	18	21	17	18	
	T2	get my work done with the help of others when necessary.	81 N=22	78 N=19	82 N=29	81 N=70	0.11
91	E2	wear clothes similar to those of my friends.	59	31	35	42	
	T2	dress moderately even though this makes me different from my friends.	40 N=22	68 N=19	64 N=28	57 N=69	3.93
92	E4	work hard only if I am paid for it.	4	0	3	2	
	T2	work hard at doing something creative regardless of pay.	95 N=22	100 N=19	96 N=29	97 N=70	0.02
93	E4	get summer work that will allow me to enjoy some of the luxuries of life.	38	16	40	33	
	T3	get a summer job that will help me with my vocation to the priesthood.	61 N=21	83 N=18	59 N=27	66 N=66	3.13
94	T3	feel that I should be able to solve difficult problems and puzzles.	59	57	32	47	
	E3	feel that difficult problems and puzzles are good for some people but are not for everybody.	40 N=22	42 N=19	67 N=28	52 N=69	4.65
95	E2	consider that style is more important than quality in clothes.	23	11	19	18	
	T1	consider that quality is more important than style in clothes.	76 N=21	80 N=18	80 N=26	81 N=65	1.05
96	T2	say what I think is right about things.	40	31	31	34	
	E1	think of the effect on others before I speak.	59 N=22	68 N=19	68 N=29	65 N=70	0.62
97	E2	feel comfortable getting the same grades as most of the people in my class.	54	10	51	41	
	T2	feel comfortable near the head of the class.	45 N=22	89 N=19	48 N=29	58 N=70	10.30
98	T2	have my own firm ideas about correct behavior.	81	84	71	78	
	E2	look to others for the kind of behavior which is approved by the group.	18 N=22	15 N=19	28 N=28	21 N=69	1.32
99	T1	feel that discipline in the seminary is not as strict as it should be.	4	5	0	2	
	E1	feel that the change from strict discipline in the seminary today is a good one.	95 N=22	94 N=18	100 N=28	97 N=60	1.47
100	T4	consider that the most important thing in school is to gain knowledge useful to me in the future.	30	47	50	43	
	E1	consider that the most important thing in school is to learn how to get along well with people.	70 N=20	52 N=19	50 N=26	56 N=65	2.04
101	T2	do things without regard to what others may think.	61	47	33	46	
	E4	do things which allow me to have fun and be happy.	38 N=21	52 N=19	66 N=27	53 N=67	3.89
102	E3	take only classes which are interesting to me whether or not they will do me some good in the future.	4	5	14	8	
	T4	take a class which is uninteresting to me but which will do me some good in the future.	95 N=21	94 N=19	85 N=27	91 N=67	1.90
103	E1	go to a school activity to enjoy myself by being with people.	86	73	84	81	
	T1	go to a school activity because it is my duty to be loyal to my class or the school.	13 N=22	26 N=19	16 N=25	18 N=66	1.23

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ²
			36	55	14	32	
104		T4 feel it is right to spend less for clothes in order to save for the future.	63	44	85	67	
		E3 feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	N=22	N=18	N=28	N=68	8.76*
105		T2 do things very few others can do.	4	21	3	8	
		E1 do things cooperatively with others.	95	78	96	91	
			N=21	N=19	N=27	N=67	4.77
106		E2 use the same expressions my friends use so that they won't think I'm odd.	47	0	50	34	
		T1 speak in the most clear and correct manner.	52	100	50	65	
			N=21	N=19	N=26	N=66	14.30**
107		T4 feel that it is right to save for the future.	68	68	24	50	
		E3 feel that whether or not it is right to save for the future is up to the individual.	31	31	75	50	
			N=22	N=19	N=29	N=70	13.24**
108		T4 choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	36	68	50	50	
		E1 choose a job in which I can work with many interesting people.	63	31	50	49	
			N=22	N=19	N=26	N=67	4.20
109		E4 mix a little pleasure with my work so I don't get bored.	66	22	55	50	
		T3 keep at a job until it is finished.	33	77	44	50	
			N=21	N=18	N=27	N=66	8.22*
110		E4 get as much pleasure as I can out of life now.	15	5	7	9	
		T2 stand by my own convictions.	85	94	92	90	
			N=20	N=18	N=26	N=64	1.14
111		E3 feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	86	68	88	82	
		T1 feel guilty when I misbehave and expect to be punished.	13	31	11	17	
			N=22	N=19	N=27	N=68	3.57
112		T1 have less freedom in the classroom.	38	61	28	41	
		E1 have more freedom in the classroom.	61	38	71	58	
			N=21	N=18	N=21	N=60	4.38
113		T3 be very ambitious.	30	50	40	39	
		E1 be very sociable.	70	50	60	60	
			N=20	N=18	N=25	N=63	1.58
114		E2 choose a job in which I'll earn as much as most of my friends.	0	5	11	5	
		T4 choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	100	94	88	94	
			N=22	N=19	N=27	N=68	2.72
115		E1 get the kind of job which will bring me in contact with many interesting people.	59	47	64	57	
		T3 get the kind of job which will make me a success in life.	40	52	26	42	
			N=22	N=19	N=25	N=66	1.25
116		E3 feel that whether or not it is right to plan and save for the future is a matter of opinion.	18	36	71	44	
		T4 feel that it is right to plan and save for the future.	81	63	28	55	
			N=22	N=19	N=28	N=69	14.81**
117		T1 be willing to sacrifice myself for a better world.	95	94	82	89	
		E2 feel it is important to behave like most other people do.	4	5	17	10	
			N=21	N=18	N=29	N=68	2.64
118		T4 deny myself enjoyment for the present for better things in the future.	45	61	34	45	
		E1 have fun attending parties and being with people.	54	38	65	54	
			N=22	N=18	N=26	N=66	3.01
119		E2 be satisfied to do as well in life as my father did.	15	11	51	29	
		T3 attain a higher position in life than my father did.	85	88	48	70	
			N=20	N=18	N=27	N=65	11.49**
120		T4 feel that it will be good for me later if I endure some unpleasant things now.	81	77	40	66	
		E3 feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	18	22	51	33	
			N=22	N=18	N=29	N=69	7.68*
121		E2 be able to have most of the things my friends have.	0	10	25	12	
		T4 be able to have enough money to lay away some for future needs.	100	89	75	87	
			N=21	N=19	N=24	N=64	6.49*

Item no	Value	Description (Prefix--"I ought to...")	Sch. I %	Sch. II %	Sch. III %	Total %	X ² 2df
122	E4	feel that happiness is the most important thing in life.	71	50	86	70	
	T1	feel that being respected is the most important thing in life.	28	50	13	29	
			N=21	N=18	N=23	N=62	6.69*
123	T1	feel that more physical punishment is needed by children today.	31	36	40	36	
	E3	feel that physical punishment does the child more harm than good.	68	63	59	63	
			N=22	N=19	N=27	N=68	0.41
124	T3	exert every effort to be more successful this year than I was last year.	77	100	75	82	
	E2	be content with a reasonable amount of success and live longer.	22	0	24	17	
			N=22	N=19	N=29	N=70	5.41
125	T1	try very hard to overcome my emotions.	85	94	86	88	
	E4	get as much pleasure as I can out of life now.	14	5	13	11	
			N=21	N=19	N=22	N=62	0.99
126	T3	feel it is important to be more successful this year than last year.	22	78	25	40	
	E1	feel it is important to get along well with others.	77	21	75	60	
			N=22	N=19	N=24	N=65	16.99**
127	E3	feel that children are born good.	95	94	95	95	
	T1	feel that children are born sinful.	4	5	4	4	
			N=22	N=18	N=23	N=63	0.03
128	T2	spend as much time as I can working indendently.	80	94	58	76	
	E4	spend as much time as I can having fun.	19	5	41	23	
			N=21	N=19	N=24	N=64	8.16*
129	T4	deny myself enjoyment for the present for better things in the future.	71	84	52	68	
	E1	be able to have as much enjoyment as my friends have.	28	15	47	31	
			N=21	N=19	N=21	N=61	4.81
130	T3	feel that it is right to be very ambitious.	77	72	42	61	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	22	27	57	38	
			N=22	N=10	N=28	N=68	7.31*
131	E1	choose to work with people I like in a job I don't like.	55	27	66	51	
	T3	choose to work with people I don't like in a job I like.	45	72	33	40	
			N=20	N=18	N=24	N=62	6.36*
132	T3	work as hard as I can in order to be successful.	72	94	68	77	
	E4	work as hard as I can in order to enjoy some of the fun of life.	27	5	32	22	
			N=22	N=19	N=25	N=66	4.78
133	T3	strive to be an expert in at least one thing.	31	52	7	27	
	E2	do many things quite well but not necessarily be an expert in everything.	68	47	92	72	
			N=22	N=19	N=28	N=69	12.03*
134	E1	enjoy myself doing things with others.	100	78	96	92	
	T2	enjoy myself doing many things alone.	0	21	3	7	
			N=21	N=19	N=27	N=67	7.32*

1 Item number in Questionnaire.

2 Value:

Traditional
T1 Puritan Morality
T2 Individualism
T3 Work Success
T4 Future Time Orientation

Emergent
E1 Sociability
E2 Conformity
E3 Moral Relativism
E4 Present Time Orientation

3 Percents rounded to either 99 or 100

(*) * significant at .05

** significant at .01

APPENDIX D:3

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIREALL JUNIORS
(N= 70)

Item no1	Description		Sch I %	Sch II %	Sch III %	Total %	X ² 2df(3)
36	The students here come from many different kinds of homes and backgrounds.	true false	92 8 N= 25	100 0 N= 20	80 20 N= 25	90 10 N= 70	5.11
37	Most classes are very well planned.	true false	72 28 N= 25	45 55 N= 20	84 16 N= 25	68 31 N= 70	0.05*
38	Teachers often try to get students to speak up freely and openly in class.	true false	100 0 N= 24	75 25 N= 20	88 12 N= 25	88 11 N= 69	6.65*
39	There is a lot of competition for grades.	true false	33 66 N= 24	90 10 N= 20	44 56 N= 25	53 46 N= 69	15.54**
40	In most classes there is very little joking and laughing.	true false	4 95 N= 24	5 95 N= 20	4 96 N= 25	4 95 N= 69	0.02
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false	60 40 N= 25	25 75 N= 20	80 20 N= 25	57 42 N= 70	13.85**
42	Teachers here are genuinely concerned with a student's feelings.	true false	92 8 N= 25	78 21 N= 19	92 8 N= 25	88 11 N= 69	2.28
43	You need permission to do <u>anything</u> around here.	true false	4 95 N= 24	70 30 N= 20	80 20 N= 25	30 49 N= 69	32.35**
44	There is a lot of school spirit.	true false	92 8 N= 25	55 45 N= 20	84 16 N= 25	78 21 N= 70	9.71*
45	When students think a teacher's decision is unfair they try to get it changed.	true false	96 4 N= 25	95 5 N= 20	84 36 N= 25	84 15 N= 70	12.09**
46	Most students look up to their teachers and admire them.	true false	70 29 N= 24	30 70 N= 20	76 24 N= 25	60 39 N= 69	11.40**
47	Student elections produce a lot of interest and strong feeling.	true false	50 50 N= 24	40 60 N= 20	16 83 N= 24	35 64 N= 68	6.11*
48	Students are always coming up with new fads and expressions.	true false	91 8 N= 24	65 35 N= 20	100 0 N= 25	86 13 N= 69	12.72**
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false	88 12 N= 25	85 15 N= 20	88 12 N= 25	87 12 N= 70	0.11
50	Students try to be good in sports as a way to gain recognition.	true false	37 62 N= 24	85 15 N= 20	24 76 N= 25	46 53 N= 69	17.79**
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false	37 62 N= 24	10 90 N= 20	36 64 N= 25	28 71 N= 69	4.94
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false	36 64 N= 25	95 5 N= 20	52 48 N= 25	58 41 N= 70	16.63**

Item no	Description		Sch I %	Sch II %	Sch III %	Total %	X ²
53	Once you have made a mistake, it's hard to life it down in this school.	true false N=24	29 70 N=24	63 36 N=19	12 88 N=25	32 67 N=68	13.08**
54	The way people feel around here is always fairly evident.	true false N=25	96 4 N=25	90 10 N=20	95 4 N=24	94 5 N=69	0.91
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false N=25	84 16 N=25	65 35 N=20	84 16 N=25	78 21 N=70	3.06
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false N=25	32 64 N=25	40 60 N=20	24 76 N=25	31 67 N=70	3.18
57	Teachers here like students to use a lot of imagination when they write compositions; and give good marks to those who do.	true false N=25	76 24 N=25	47 52 N=19	73 26 N=23	67 32 N=67	4.73
58	The administration and faculty often make you feel like a child.	true false N=25	16 84 N=25	73 26 N=19	48 52 N=25	43 56 N=69	14.94**
59	Popularity, pull and bluff get students through many courses.	true false N=24	16 83 N=24	65 35 N=20	4 96 N=25	26 73 N=69	23.13**
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false N=24	16 83 N=24	85 15 N=20	16 83 N=24	36 63 N=68	28.35**
61	When students do not like a school rule, they really work hard to get it changed.	true false N=24	70 29 N=24	40 60 N=20	62 37 N=24	58 41 N=68	4.48
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false N=23	39 60 N=23	50 50 N=20	40 60 N=25	42 57 N=68	0.63
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false N=24	20 79 N=24	25 75 N=20	24 76 N=25	23 76 N=69	0.12
64	Teachers go out of their way to help you.	true false N=24	91 8 N=24	55 45 N=20	87 12 N=24	79 20 N=68	10.45**
65	The rector is willing to hear student complaints.	true false N=24	91 8 N=24	50 50 N=20	100 0 N=25	82 17 N=69	21.43**
66	When someone is out sick for a while his classmates let him know that he is missed.	true false N=24	66 33 N=24	50 50 N=20	80 20 N=25	66 33 N=69	4.50
67	Most students are not interested in television programs dealing with social and political problems.	true false N=22	18 81 N=22	70 30 N=20	12 88 N=25	31 68 N=67	20.00**
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false N=24	79 20 N=24	75 25 N=20	91 8 N=24	82 17 N=68	2.34
69	There always seems to be a lot of little quarrels going on.	true false N=23	26 73 N=23	80 20 N=20	12 87 N=24	37 62 N=67	23.13**
70	Everyone has a lot of good fun at this seminary.	true false N=24	70 29 N=24	80 20 N=20	92 8 N=25	81 18 N=69	3.61

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05

** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORYALL JUNIORS
(N= 70)

Item no1	Value ²	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df ⁽⁴⁾
71	T3 work harder than most of those in my class. E2 work at least as hard as most of those in my class.		52 48 N= 25	25 75 N= 20	32 68 N= 25	37 62 N=70	3.91
72	E2 do things which most other people do. T2 do things which are out-of-the-ordinary.		66 33 N= 24	80 20 N= 20	60 40 N= 25	68 31 N=69	2.08
73	T2 have my own ideas about politics and religion. E2 try to agree with others on these matters.		95 4 N= 24	90 10 N= 20	92 8 N= 25	92 7 N=69	0.58
74	T3 attain more education than my father or mother attained. E4 enjoy more of the good things of life than my father and mother enjoyed.		73 26 N= 23	60 40 N= 20	69 30 N= 23	68 31 N=66	0.98
75	E4 feel that the future is uncertain and unpredictable. T4 feel that the future is full of opportunities for me.		8 91 N= 24	10 90 N= 20	16 83 N= 24	11 88 N=68	0.88
76	E4 feel that happiness is the most important thing in life for me. T1 feel that enduring suffering and pain is important for me in the long run.		66 33 N= 24	63 35 N= 20	83 16 N= 24	72 27 N= 68	2.35
77	E1 rely on the advice of others in making decisions. T2 be independent in making decisions.		29 70 N= 24	35 65 N= 20	56 44 N= 25	40 59 N= 69	4.02
78	T4 feel it is my duty to save as much money as I can. E4 feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.		24 76 N= 25	35 65 N= 20	13 86 N= 23	23 76 N= 68	2.87
79	T4 save all of the ten dollar bill I received. E4 spend five of the ten dollars for something I will enjoy.		30 69 N= 23	30 70 N= 20	25 75 N= 24	28 71 N=67	0.20
80	E2 spend enough on clothes to dress as well as my friends. T4 spend only enough on clothes as to look presentable and save the rest for future needs.		24 76 N= 25	35 65 N= 20	36 64 N= 25	31 68 N= 70	1.00
81	T3 put in long hours of work or study without any but necessary interruptions. E3 know that if even I stop work for slim excuses I'll still get the job done anyway.		50 50 N= 24	45 55 N= 20	30 69 N= 23	41 58 N= 67	1.96
82	T4 feel that it is most important to live for the future. E4 feel that today is important and I should live each day to the fullest.		23 65 N= 23	20 75 N= 20	25 92 N= 25	68 77 N= 68	5.14
83	E3 feel that "right" and "wrong" are relative terms. T1 feel that I should have strong convictions about what is right or wrong.		29 70 N= 24	30 70 N= 20	52 48 N= 25	37 62 N= 69	3.42
84	T3 work hard to do most things better than others. E3 work hard at some things and leave others to those who are more qualified than I.		44 56 N= 25	30 70 N= 20	40 60 N= 25	38 61 N= 70	0.95
85	E3 feel that everyone misbehaves once in a while but the important thing is not to make the same mistake ever again. T1 feel that the most important thing in life is to strive for eternal peace.		54 45 N= 24	55 45 N= 20	88 12 N= 25	66 33 N= 69	8.03 ^a

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df
86	T1 consider that work is important, fun is not too important. E4 consider that all work and no play is not good for me.		4 95 N= 24	25 75 N= 20	8 92 N= 25	11 88 N= 69	5.11
87	E2 hold that what others think about right and wrong should influence my thinking. T2 hold that my own convictions about right and wrong are most important.		41 58 N= 24	40 60 N= 20	56 44 N= 25	46 53 N= 69	1.47
88	T2 defend my ideas about right and wrong. E3 be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.		54 45 N= 24	55 45 N= 20	24 76 N= 25	93 56 N= 69	6.05*
89	E1 make as many social contacts as possible. T1 be willing to sacrifice myself for the sake of a better world.		54 45 N= 24	50 50 N= 20	64 36 N= 25	56 43 N= 69	0.96
90	E3 get all my work done on my own. T2 get my work done with the help of others when necessary.		36 64 N= 25	30 70 N= 20	20 80 N= 25	28 71 N= 70	1.59
91	E2 wear clothes similar to those of my friends. T2 dress moderately even though this makes me different from my friends.		50 50 N= 25	25 75 N= 20	43 56 N= 23	40 59 N= 68	4.73
92	E4 work hard only if I am paid for it. T2 work hard at doing something creative regardless of pay.		16 84 N= 25	5 95 N= 20	4 96 N= 25	48 91 N= 70	3.33
93	E4 get summer work that will allow me to enjoy some of the luxuries of life. T3 get a summer job that will help me with my vocation to the priesthood.		72 28 N= 25	50 50 N= 20	58 41 N= 24	60 39 N= 69	2.28
94	T3 feel that I should be able to solve difficult problems and puzzles. E3 feel that difficult problems and puzzles are good for some people but are not for everybody.		60 39 N= 23	65 35 N= 20	54 36 N= 25	63 36 N= 68	0.08
95	E2 consider that style is more important than quality in clothes. T1 consider that quality is more important than style in clothes.		45 54 N= 24	15 85 N= 20	20 79 N= 24	27 72 N= 68	6.08*
96	T2 say what I think is right about things. E1 think of the effect on others before I speak.		41 58 N= 24	55 45 N= 20	37 62 N= 24	44 55 N= 68	1.44
97	E2 feel comfortable getting the same grades as most of the people in my class. T2 feel comfortable near the head of the class.		26 73 N= 23	45 55 N= 20	48 52 N= 25	39 60 N= 68	2.73
98	T2 have my own firm ideas about correct behavior. E2 look to others for the kind of behavior which is approved by the group.		70 29 N= 24	70 30 N= 20	84 16 N= 25	75 24 N= 69	1.57
99	T1 feel that discipline in the seminary is not as strict as it should be. E1 feel that the change from strict discipline in the seminary today is a good one.		0 100 N= 24	20 80 N= 20	12 88 N= 24	10 89 N= 68	4.93
100	T4 consider that the most important thing in school is to gain knowledge useful to me in the future. E1 consider that the most important thing in school is to learn how to get along well with people.		33 66 N= 24	40 60 N= 20	33 66 N= 24	35 64 N= 68	0.27
101	T2 do things without regard to what others may think. E4 do things which allow me to have fun and be happy.		41 58 N= 24	26 73 N= 19	30 69 N= 23	33 66 N= 66	1.25

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ²
102	E3	take only classes which are interesting to me whether or not they will do me some good in the future.	4 95 N=23	21 78 N=19	4 96 N=25	8 91 N=67	4.76
	T4	take a class which is uninteresting to me but which will do me some good in the future.					
103	E1	go to a school activity to enjoy myself by being with people.	91 8 N=24	85 15 N=20	100 0 N=25	92 7 N=69	3.78
	T1	go to a school activity because it is my duty to be loyal to my class or the school.					
104	T4	feel it is right to spend less for clothes in order to save for the future.	33 66 N=24	40 60 N=20	20 79 N=24	30 69 N=68	1.90
	E3	feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.					
105	T2	do things very few others can do.	16 83 N=24	30 70 N=20	24 76 N=25	23 76 N=69	1.10
	E1	do things cooperatively with others.					
106	E2	use the same expressions my friends use so that they won't think I'm odd.	45 54 N=24	47 52 N=19	24 76 N=25	38 61 N=68	3.40
	T1	speak in the most clear and correct manner.					
107	T4	feel that it is right to save for the future.	41 58 N=24	50 50 N=20	28 72 N=25	39 60 N=69	2.35
	E3	feel that whether or not it is right to save for the future is up to the individual.					
108	T4	choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	41 58 N=24	45 55 N=20	44 56 N=25	43 56 N=69	0.05
	E1	choose a job in which I can work with many interesting people.					
109	E4	mix a little pleasure with my work so I don't get bored.	70 29 N=24	55 45 N=20	40 60 N=25	55 44 N=69	4.70
	T3	keep at a job until it is finished.					
110	E4	get as much pleasure as I can out of life now.	12 87 N=24	25 75 N=20	24 76 N=25	20 79 N=69	1.38
	T2	stand by my own convictions.					
111	E3	feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	79 20 N=24	80 20 N=20	84 16 N=25	81 18 N=69	0.21
	T1	feel guilty when I misbehave and expect to be punished.					
112	T1	have less freedom in the classroom.	36 63 N=22	45 55 N=20	33 66 N=24	37 62 N=66	0.66
	E1	have more freedom in the classroom.					
113	T3	be very ambitious.	25 75 N=24	50 50 N=20	17 82 N=23	29 70 N=67	5.85
	E1	be very sociable.					
114	E2	choose a job in which I'll earn as much as most of my friends.	21 78 N=23	20 80 N=20	12 87 N=24	17 82 N=67	0.76
	T4	choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.					
115	E1	get the kind of job which will bring me in contact with many interesting people.	62 37 N=24	75 25 N=20	70 29 N=24	69 30 N=69	0.84
	T3	get the kind of job which will make me a success in life.					
116	E3	feel that whether or not it is right to plan and save for the future is a matter of opinion.	37 62 N=24	45 55 N=20	41 58 N=24	41 58 N=68	0.25
	T4	feel that it is right to plan and save for the future.					
117	T1	be willing to sacrifice myself for a better world.	62 37 N=24	80 20 N=20	66 33 N=24	69 30 N=68	1.66
	E2	feel it is important to behave like most other people do.					
118	T4	deny myself enjoyment for the present for better things in the future.	37 62 N=24	55 45 N=20	34 65 N=23	41 58 N=67	2.08
	E1	have fun attending parties and being with people.					

Item no	Value	Description (Prefix--"I ought to...")	Sch. I %	Sch. II %	Sch. III %	Total %	X ² 2df
119	E2	be satisfied to do as well in life as my father did.	17	35	39	30	
	T3	attain a higher position in life than my father did.	82	65	60	69	
			N=23	N=20	N=23	N=66	2.87
120	T4	feel that it will be good for me later if I endure some unpleasant things now.	66	70	62	66	
	E3	feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	33	30	37	33	
			N=24	N=20	N=24	N=68	0.27
121	E2	be able to have most of the things my friends have.	25	25	30	26	
	T4	be able to have enough money to lay away some for future needs.	75	75	69	73	
			N=24	N=20	N=23	N=67	0.22
122	E4	feel that happiness is the most important thing in life.	70	65	79	72	
	T1	feel that being respected is the most important thing in life.	29	35	20	27	
			N=24	N=20	N=24	N=68	1.11
123	T1	feel that more physical punishment is needed by children today.	20	45	36	33	
	E3	feel that physical punishment does the child more harm than good.	79	55	63	66	
			N=24	N=20	N=22	N=66	3.00
124	T3	exert every effort to be more successful this year than I was last year.	75	65	58	66	
	E2	be content with a reasonable amount of success and live longer.	25	35	41	33	
			N=24	N=20	N=24	N=68	1.50
125	T1	try very hard to overcome my emotions.	62	50	54	56	
	E4	get as much pleasure as I can out of life now.	37	50	45	43	
			N=24	N=20	N=22	N=66	0.72
126	T3	feel it is important to be more successful this year than last year.	33	50	8	20	
	E1	feel it is important to get along well with others.	66	50	92	71	
			N=24	N=20	N=25	N=69	9.86**
127	E3	feel that children are born good.	100	95	100	98	
	T1	feel that children are born sinful.	0	5	0	11	
			N=23	N=20	N=24	N=67	2.38
128	T2	spend as much time as I can working indendently.	75	65	50	63	
	E4	spend as much time as I can having fun.	25	35	50	36	
			N=24	N=20	N=22	N=66	3.12
129	T4	deny myself enjoyment for the present for better things in the future.	65	65	43	57	
	E1	be able to have as much enjoyment as my friends have.	34	35	56	42	
			N=23	N=20	N=23	N=66	2.87
130	T3	feel that it is right to be very ambitious.	54	40	37	44	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	45	60	62	55	
			N=24	N=20	N=24	N=68	1.54
131	E1	choose to work with people I like in a job I don't like.	47	50	58	52	
	T3	choose to work with people I don't like in a job I like.	52	50	41	47	
			N=23	N=20	N=24	N=67	0.57
132	T3	work as hard as I can in order to be successful.	70	40	31	48	
	E4	work as hard as I can in order to enjoy some of the fun of life.	29	60	68	51	
			N=24	N=20	N=22	N=66	7.82*
133	T3	strive to be an expert in at least one thing.	33	40	21	31	
	E2	do many things quite well but not necessarily be an expert in everything.	66	60	78	68	
			N=24	N=20	N=23	N=67	1.72
134	E1	enjoy myself doing things with others.	100	85	100	95	
	T2	enjoy myself doing many things alone.	0	15	0	4	
			N=24	N=20	N=24	N=68	7.53*

1 Item number in Questionnaire.

2 Value:

Traditional

T1 Puritan Morality

T2 Individualism

T3 Work Success

T4 Future Time Orientation

Emergent

E1 Sociability

E2 Conformity

E3 Moral Relativism

E4 Present Time Orientation

3 Percents rounded to either 99 or 100

(*) * significant at .05

** significant at .01

APPENDIX D:4

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIREALL SENIORS
(N= 82)

Item no1	Description		Sch I %	Sch II %	Sch III %	Total %	X ² 2df(3)
36	The students here come from many different kinds of homes and backgrounds.	true false N= 32	100 0 N= 32	80 20 N= 20	96 3 N= 30	93 6 N= 82	9.22**
37	Most classes are very well planned.	true false N= 32	65 34 N= 32	25 75 N= 20	90 10 N= 30	64 35 N= 82	22.20**
38	Teachers often try to get students to speak up freely and openly in class.	true false N= 32	87 12 N= 32	100 0 N= 20	93 6 N= 30	92 7 N= 80	2.86
39	There is a lot of competition for grades.	true false N= 32	50 50 N= 32	25 75 N= 20	17 82 N= 29	32 67 N= 81	8.10*
40	In most classes there is very little joking and laughing.	true false N= 32	6 93 N= 32	5 95 N= 20	24 75 N= 29	12 87 N= 81	5.82
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false N= 32	56 43 N= 32	75 25 N= 20	86 13 N= 29	71 28 N= 81	6.86*
42	Teachers here are genuinely concerned with a student's feelings.	true false N= 31	87 12 N= 31	100 0 N= 20	100 0 N= 30	95 .4 N= 81	6.78*
43	You need permission to do anything around here.	true false N= 32	18 81 N= 32	50 50 N= 20	90 10 N= 30	52 47 N= 82	31.58**
44	There is a lot of school spirit.	true false N= 32	90 9 N= 32	90 10 N= 20	93 6 N= 30	91 3 N= 82	0.21
45	When students think a teacher's decision is unfair they try to get it changed.	true false N= 32	75 25 N= 32	100 0 N= 20	88 11 N= 27	86 13 N= 79	6.68*
46	Most students look up to their teachers and admire them.	true false N= 31	58 41 N= 31	65 35 N= 20	92 7 N= 26	71 28 N= 77	8.67*
47	Student elections produce a lot of interest and strong feeling.	true false N= 31	41 58 N= 31	25 75 N= 20	8 92 N= 25	26 73 N= 76	8.24*
48	Students are always coming up with new fads and expressions.	true false N= 32	96 3 N= 32	70 30 N= 20	75 24 N= 29	82 18 N= 81	7.70*
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false N= 32	90 9 N= 32	75 25 N= 20	93 6 N= 30	87 12 N= 82	4.15
50	Students try to be good in sports as a way to gain recognition.	true false N= 31	64 35 N= 31	40 60 N= 20	3 96 N= 29	36 63 N= 80	24.34**
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false N= 32	34 65 N= 32	45 55 N= 20	53 46 N= 28	43 56 N= 80	2.25
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false N= 32	40 59 N= 32	47 52 N= 19	37 62 N= 29	41 58 N= 80	0.43

Item no	Description		Sch I %	Sch II %	Sch III %	Total %	X ²
53	Once you have made a mistake, it's hard to life it down in this school.	true false	25 75 N= 32	5 95 N= 20	0 100 N= 30	10 89 N= 82	10.87**
54	The way people feel around here is always fairly evident.	true false	84 15 N= 32	90 10 N= 20	86 13 N= 30	86 13 N= 82	0.33
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false	100 0 N= 31	95 5 N= 20	96 3 N= 30	97 2 N= 81	1.40
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false	30 70 N= 30	26 73 N= 19	25 75 N= 28	27 72 N= 77	0.19
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false	84 15 N= 32	72 27 N= 18	84 16 N= 25	81 18 N= 75	1.29
58	The administration and faculty often make you feel like a child.	true false	12 87 N= 31	45 55 N= 20	46 53 N= 28	32 67 N= 79	9.26**
59	Popularity, pull and bluff get students through many courses.	true false	31 68 N= 32	30 70 N= 20	6 93 N= 29	22 81 N= 81	6.14*
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false	56 43 N= 32	25 75 N= 20	3 96 N= 30	29 70 N= 82	21.17**
61	When students do not like a school rule, they really work hard to get it changed.	true false	43 56 N= 32	45 55 N= 20	65 34 N= 29	51 48 N= 81	3.38
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false	53 46 N= 32	30 70 N= 20	41 58 N= 29	43 56 N= 81	2.74
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false	25 75 N= 32	30 70 N= 20	37 62 N= 27	30 69 N= 79	1.00
64	Teachers go out of their way to help you.	true false	87 12 N= 32	80 20 N= 20	93 6 N= 30	87 12 N= 82	1.99
65	The rector is willing to hear student complaints.	true false	100 0 N= 32	68 31 N= 19	100 0 N= 30	92 7 N= 81	21.14**
66	When someone is out sick for a while his classmates let him know that he is missed.	true false	68 31 N= 32	73 26 N= 19	83 16 N= 30	75 24 N= 81	1.80
67	Most students are not interested in television programs dealing with social and political problems.	true false	18 81 N= 32	25 75 N= 20	7 92 N= 26	16 83 N= 78	2.60
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false	84 15 N= 32	78 21 N= 19	100 0 N= 30	88 11 N= 81	6.31*
69	There always seems to be a lot of little quarrels going on.	true false	62 37 N= 32	30 70 N= 20	6 93 N= 30	34 65 N= 82	21.66**
70	Everyone has a lot of good fun at this seminary.	true false	71 28 N= 32	80 20 N= 20	96 3 N= 28	82 17 N= 80	6.35*

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05
** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORYALL SENIORS
(N= 82)

Item no ¹	Value ²	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df(4)
71	T3 work harder than most of those in my class. E2 work at least as hard as most of those in my class.		53 46 N=32	70 30 N=20	35 64 N=28	51 48 N=30	5.56
72	E2 do things which most other people do. T2 do things which are out-of-the-ordinary.		51 48 N=31	60 40 N=20	47 52 N=23	52 47 N=74	0.66
73	T2 have my own ideas about politics and religion. E2 try to agree with others on these matters.		87 12 N=	100 0 N=20	90 10 N=30	91 8 N=82	2.59
74	T3 attain more education than my father or mother attained. E4 enjoy more of the good things of life than my father and mother enjoyed.		84 15 N=32	75 25 N=20	55 45 N=20	73 26 N=72	5.49
75	E4 feel that the future is uncertain and unpredictable. T4 feel that the future is full of opportunities for me.		3 96 N=32	5 95 N=20	6 93 N=29	4 95 N=81	0.46
76	E4 feel that happiness is the most important thing in life for me. T1 feel that enduring suffering and pain is important for me in the long run.		71 28 N=32	63 36 N=19	75 24 N=29	71 28 N=80	0.91
77	E1 rely on the advice of others in making decisions. T2 be independent in making decisions.		56 43 N=30	55 45 N=20	48 52 N=25	53 46 N=75	0.44
78	T4 feel it is my duty to save as much money as I can. E4 feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.		25 75 N=32	35 65 N=20	23 76 N=26	26 73 N=78	0.91
79	T4 save all of the ten dollar bill I received. E4 spend five of the ten dollars for something I will enjoy.		43 56 N=30	15 85 N=20	19 80 N=21	28 71 N=71	5.98
80	E2 spend enough on clothes to dress as well as my friends. T4 spend only enough on clothes as to look presentable and save the rest for future needs.		22 77 N=31	40 60 N=20	15 84 N=26	24 75 N=77	3.80
81	T3 put in long hours of work or study without any but necessary interruptions. E3 know that if even I stop work for slim excuses I'll still get the job done anyway.		51 48 N=31	47 52 N=19	48 51 N=27	49 50 N=77	0.10
82	T4 feel that it is most important to live for the future. E4 feel that today is important and I should live each day to the fullest.		9 90 N=31	25 75 N=20	14 85 N=28	15 84 N=79	2.24
83	E3 feel that "right" and "wrong" are relative terms. T1 feel that I should have strong convictions about what is right or wrong.		18 81 N=32	31 68 N=19	60 40 N=30	37 62 N=81	11.61**
84	T3 work hard to do most things better than others. E3 work hard at some things and leave others to those who are more qualified than I.		19 81 N=32	45 55 N=20	28 71 N=28	28 71 N=80	4.14
85	E3 feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again. T1 feel that the most important thing in life is to strive for eternal peace.		65 34 N=32	72 27 N=18	52 48 N=25	62 37 N=75	2.03

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	X ² 2df
86	T1	consider that work is important, fun is not too important.	3	10	10	7	
	E4	consider that all work and no play is not good for me.	96 N=32	90 N=20	90 N=30	92 N=82	1.35
87	E2	hold that what others think about right and wrong should influence my thinking.	22	40	28	29	
	T2	hold that my own convictions about right and wrong are most important.	77 N=31	60 N=20	71 N=28	70 N=79	1.79
88	T2	defend my ideas about right and wrong.	46	45	46	46	
	E3	be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	53 N=32	55 N=20	53 N=28	53 N=80	0.01
89	E1	make as many social contacts as possible.	43	50	41	44	
	T1	be willing to sacrifice myself for the sake of a better world.	56 N=32	50 N=20	58 N=29	55 N=81	0.36
90	E3	get all my work done on my own.	34	40	24	32	
	T2	get my work done with the help of others when necessary.	65 N=32	60 N=20	75 N=29	67 N=81	1.49
91	E2	wear clothes similar to those of my friends.	38	45	27	36	
	T2	dress moderately even though this makes me different from my friends.	61 N=31	55 N=20	72 N=29	63 N=80	1.68
92	E4	work hard only if I am paid for it.	3	0	10	5	
	T2	work hard at doing something creative regardless of pay.	96 N=32	100 N=19	89 N=29	95 N=80	2.98
93	E4	get summer work that will allow me to enjoy some of the luxuries of life.	58	44	10	37	
	T3	get a summer job that will help me with my vocation to the priesthood.	41 N=31	55 N=18	89 N=28	62 N=77	14.50**
94	T3	feel that I should be able to solve difficult problems and puzzles.	62	68	53	60	
	E3	feel that difficult problems and puzzles are good for some people but are not for everybody.	37 N=32	31 N=19	46 N=28	39 N=79	1.11
95	E2	consider that style is more important than quality in clothes.	16	15	20	17	
	T1	consider that quality is more important than style in clothes.	83 N=30	84 N=19	80 N=25	82 N=74	0.16
96	T2	say what I think is right about things.	18	42	31	28	
	E1	think of the effect on others before I speak.	81 N=32	57 N=19	68 N=29	71 N=80	3.29
97	E2	feel comfortable getting the same grades as most of the people in my class.	50	31	48	45	
	T2	feel comfortable near the head of the class.	50 N=32	68 N=19	51 N=29	55 N=80	1.83
98	T2	have my own firm ideas about correct behavior.	96	89	82	90	
	E2	look to others for the kind of behavior which is approved by the group.	3 N=32	10 N=19	17 N=29	10 N=80	3.37
99	T1	feel that discipline in the seminary is not as strict as it should be.	8	13	8	6	
	E1	feel that the change from strict discipline in the seminary today is a good one.	96 N=32	84 N=19	96 N=29	93 N=80	3.07
100	T4	consider that the most important thing in school is to gain knowledge useful to me in the future.	31	47	17	30	
	E1	consider that the most important thing in school is to learn how to get along well with people.	68 N=32	52 N=19	82 N=28	69 N=79	4.68
101	T2	do things without regard to what others may think.	40	57	50	48	
	E4	do things which allow me to have fun and be happy.	59 N=32	42 N=19	50 N=28	51 N=79	1.48
102	E3	take only classes which are interesting to me whether or not they will do me some good in the future.	12	5	25	15	
	T4	take a class which is uninteresting to me but which will do me some good in the future.	87 N=32	94 N=19	75 N=28	84 N=79	3.72

Item no	Value	Description (Prefix-- "I ought to...")	Sch I %	Sch II %	Sch III %	Total %	χ^2
103	E1	go to a school activity to enjoy myself by being with people.	96 3	94 5	100 0	97 2	
	T1	go to a school activity because it is my duty to be loyal to my class or the school.	N=32	N=19	N=28	N=79	1.34
104	T4	feel it is right to spend less for clothes in order to save for the future.	50 50	15 84	25 74	33 66	
	E3	feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	N=32	N=19	N=27	N=78	7.29**
105	T2	do things very few others can do.	12 87	52 47	10 89	21 78	
	E1	do things cooperatively with others.	N=32	N=19	N=29	N=80	14.70**
106	E2	use the same expressions my friends use so that they won't think I'm odd.	29 70	29 70	41 58	33 66	
	T1	speak in the most clear and correct manner.	N=31	N=17	N=24	N=72	1.12
107	T4	feel that it is right to save for the future.	46 53	47 52	25 75	39 60	
	E3	feel that whether or not it is right to save for the future is up to the individual.	N=32	N=19	N=28	N=79	3.69
108	T4	choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	34 65	31 68	3 96	22 77	
	E1	choose a job in which I can work with many interesting people.	N=32	N=19	N=29	N=80	9.52**
109	E4	mix a little pleasure with my work so I don't get bored.	54 45	55 35	60 39	59 40	
	T3	keep at a job until it is finished.	N=31	N=20	N=28	N=79	0.54
110	E4	get as much pleasure as I can out of life now.	6 93	5 95	19 80	10 89	
	T2	stand by my own convictions.	N=32	N=20	N=26	N=78	3.43
111	E3	feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	87 12	73 26	88 11	84 15	
	T1	feel guilty when I misbehave and expect to be punished.	N=31	N=19	N=26	N=76	2.13
112	T1	have less freedom in the classroom.	40 60	35 65	19 80	32 67	
	E1	have more freedom in the classroom.	N=30	N=20	N=21	N=71	2.56
113	T3	be very ambitious.	24 75	30 70	19 80	24 76	
	E1	be very sociable.	N=29	N=20	N=26	N=75	0.71
114	E2	choose a job in which I'll earn as much as most of my friends.	16 83	10 90	4 95	11 88	
	T4	choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	N=31	N=20	N=21	N=72	1.67
115	E1	get the kind of job which will bring me in contact with many interesting people.	59 40	80 20	93 6	76 23	
	T3	get the kind of job which will make me a success in life.	N=32	N=20	N=29	N=81	9.81**
116	E3	feel that whether or not it is right to plan and save for the future is a matter of opinion.	28 71	25 75	62 37	39 60	
	T4	feel that it is right to plan and save for the future.	N=32	N=20	N=27	N=79	9.73**
117	T1	be willing to sacrifice myself for a better world.	96 3	89 10	88 11	92 7	
	E2	feel it is important to behave like most other people do.	N=32	N=19	N=26	N=77	1.67
118	T4	deny myself enjoyment for the present for better things in the future.	43 56	70 30	44 55	50 49	
	E1	have fun attending parties and being with people.	N=32	N=20	N=25	N=77	4.04
119	E2	be satisfied to do as well in life as my father did.	9 90	30 70	62 37	31 60	
	T3	attain a higher position in life than my father did.	N=32	N=20	N=24	N=76	17.94**
120	T4	feel that it will be good for me later if I endure some unpleasant things now.	75 25	55 45	73 26	69 30	
	E3	feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	N=32	N=20	N=26	N=78	2.50

Item no	Value	Description (Prefix--"I ought to...")	Sch. I %	Sch. II %	Sch. III %	Total %	X ² 2df
121	E2 be able to have most of the things my friends have. T4 be able to have enough money to lay away some for future needs.		12 87 N= 32	5 95 N= 20	42 57 N= 19	18 81 N= 71	10.28**
122	E4 feel that happiness is the most important thing in life. T1 feel that being respected is the most important thing in life.		64 35 N= 31	70 30 N= 20	73 26 N= 26	68 31 N= 77	0.50
123	T1 feel that more physical punishment is needed by children today. E3 feel that physical punishment does the child more harm than good.		9 90 N= 31	36 63 N= 19	26 73 N= 23	21 78 N= 73	5.42
124	T3 exert every effort to be more successful this year than I was last year. E2 be content with a reasonable amount of success and live longer.		77 22 N= 31	85 15 N= 20	56 43 N= 23	72 27 N= 74	4.93
125	T1 try very hard to overcome my emotions. E4 get as much pleasure as I can out of life now.		80 20 N= 30	52 47 N= 19	50 50 N= 22	63 36 N= 71	6.21*
126	T3 feel it is important to be more successful this year than last year. E1 feel it is important to get along well with others.		21 78 N= 32	30 70 N= 20	10 89 N= 29	19 80 N= 81	3.03
127	E3 feel that children are born good. T1 feel that children are born sinful.		100 0 N= 31	100 0 N= 20	100 0 N= 29	100 0 N= 80	0.00
128	T2 spend as much time as I can working indendently. E4 spend as much time as I can having fun.		75 25 N= 32	89 10 N= 19	65 34 N= 23	75 24 N= 74	3.33
129	T4 deny myself enjoyment for the present for better things in the future. E1 be able to have as much enjoyment as my friends have.		63 36 N= 30	80 20 N= 20	45 55 N= 20	62 37 N= 70	5.25
130	T3 feel that it is right to be very ambitious. E3 feel that it may or may not be right to be very ambitious depends on the individual.		31 68 N= 32	35 65 N= 20	48 52 N= 25	37 62 N= 77	1.35
131	E1 choose to work with people I like in a job I don't like. T3 choose to work with people I don't like in a job I like.		50 50 N= 30	60 40 N= 20	79 20 24	62 37 N= 74	4.87
132	T3 work as hard as I can in order to be successful. E4 work as hard as I can in order to enjoy some of the fun of life.		46 53 N= 32	60 40 N= 20	33 66 N= 24	46 53 N= 76	3.13
133	T3 strive to be an expert in at least one thing. E2 do many things quite well but not necessarily be an expert in everything.		38 61 N= 31	30 70 N= 20	26 73 N= 26	32 67 N= 77	0.97
134	E1 enjoy myself doing things with others. T2 enjoy myself doing many things alone.		93 6 N= 32	95 5 N= 20	89 10 N= 29	92 7 N= 81	0.59

1 Item number in Questionnaire.

2 Value:

Traditional
T1 Puritan Morality
T2 Individualism

T3 Work Success
T4 Future Time Orientation

Emergent
E1 Sociability
E2 Conformity
E3 Moral Relativism
E4 Present Time Orientation

3 Percents rounded to either 99 or 100

(*) significant at .05

** significant at .01

APPENDIX D:5

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIRESCHOOL I
(N=99)

Item no1	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ² 3df (3)
36	The students here come from many different kinds of homes and backgrounds.	true false N=20 N=22 N=25 N=32 N=99	80 20 N=20	95 4 N=22	92 8 N=25	100 0 N=32	92 7 N=99	7.76
37	Most classes are very well planned.	true false N=20 N=22 N=25 N=32 N=99	70 30 N=20	81 18 N=22	72 28 N=25	65 34 N=32	71 28 N=99	1.72
38	Teachers often try to get students to speak up freely and openly in class.	true false N=20 N=22 N=24 N=32 N=98	90 10 N=20	95 4 N=22	100 0 N=24	87 12 N=32	92 7 N=98	3.70
39	There is a lot of competition for grades.	true false N=19 N=22 N=24 N=32 N=97	68 31 N=19	68 31 N=22	33 66 N=24	50 50 N=32	53 46 N=97	7.68
40	In most classes there is very little joking and laughing.	true false N=20 N=22 N=24 N=32 N=98	10 90 N=20	4 95 N=22	4 95 N=24	6 93 N=32	6 93 N=98	0.77
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false N=20 N=22 N=25 N=32 N=99	55 45 N=20	72 27 N=22	60 40 N=25	56 43 N=32	60 39 N=99	1.87
42	Teachers here are genuinely concerned with a student's feelings.	true false N=20 N=22 N=25 N=31 N=98	90 10 N=20	90 9 N=22	92 8 N=25	87 12 N=31	89 10 N=98	0.40
43	You need permission to do <u>anything</u> around here.	true false N=20 N=22 N=24 N=32 N=98	15 85 N=20	22 77 N=22	4 95 N=24	18 81 N=32	15 84 N=98	3.52
44	There is a lot of school spirit.	true false N=20 N=20 N=25 N=32 N=97	100 0 N=20	100 0 N=20	92 8 N=25	90 9 N=32	94 5 N=97	3.75
45	When students think a teacher's decision is unfair they try to get it changed.	true false N=19 N=21 N=25 N=32 N=97	68 31 N=19	90 9 N=21	95 4 N=25	75 25 N=32	82 17 N=97	7.92 ^a
46	Most students look up to their teachers and admire them.	true false N=20 N=21 N=24 N=31 N=96	70 30 N=20	90 9 N=21	70 29 N=24	58 41 N=31	70 29 N=96	6.37
47	Student elections produce a lot of interest and strong feeling.	true false N=20 N=22 N=24 N=31 N=97	60 40 N=20	81 18 N=22	50 50 N=24	41 58 N=31	56 43 N=97	0.93 ^a
48	Students are always coming up with new fads and expressions.	true false N=20 N=22 N=24 N=32 N=98	85 15 N=20	100 0 N=22	91 8 N=24	96 3 N=32	93 6 N=98	4.88
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false N=20 N=22 N=25 N=32 N=99	85 15 N=20	86 13 N=22	88 12 N=25	90 9 N=32	87 12 N=99	0.42
50	Students try to be good in sports as a way to gain recognition.	true false N=20 N=21 N=24 N=31 N=96	70 30 N=20	66 33 N=21	37 62 N=24	64 35 N=31	59 40 N=96	6.49
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false N=19 N=22 N=24 N=32 N=97	5 94 N=19	40 59 N=22	37 62 N=24	34 65 N=32	30 69 N=97	7.54
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false N=20 N=22 N=25 N=32 N=99	20 80 N=20	36 63 N=22	36 64 N=25	40 59 N=32	34 65 N=99	2.45

Item no	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ²
53	Once you have made a mistake, it's hard to live it down in this school.	true false N= 20	15 85 N= 20	9 90 N= 22	29 70 N= 24	25 75 N= 32	20 79 N= 98	3.64
54	The way people feel around here is always fairly evident.	true false N= 20	80 20 N= 20	90 9 N= 22	96 4 N= 25	84 15 N= 32	87 12 N= 99	3.27
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false N= 20	100 0 N= 20	95 4 N= 21	84 16 N= 25	100 0 N= 31	94 5 N= 97	8.79*
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false N= 20	25 75 N= 20	27 72 N= 22	32 64 N= 25	30 70 N= 30	28 70 N= 97	3.32
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false N= 19	84 15 N= 19	86 13 N= 22	76 24 N= 25	84 15 N= 32	82 17 N= 98	1.08
58	The administration and faculty often make you feel like a child.	true false N= 19	5 94 N= 19	0 100 N= 20	16 84 N= 25	12 87 N= 31	9 90 N= 95	4.15
59	Popularity, pull and bluff get students through many courses.	true false N= 20	25 75 N= 20	23 76 N= 21	16 83 N= 24	31 68 N= 32	24 75 N= 97	1.57
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false N= 20	55 45 N= 20	38 61 N= 21	16 83 N= 24	56 43 N= 32	42 57 N= 97	10.48*
61	When students do not like a school rule, they really work hard to get it changed.	true false N=19	36 63 N=19	77 22 N=22	70 29 N= 24	43 56 N= 32	56 43 N= 97	10.98*
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false N=20	50 50 N=20	40 59 N=22	39 60 N=23	53 46 N=32	46 53 N=97	1.44
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false N=18	27 72 N=18	31 68 N=22	20 79 N=24	25 75 N=32	26 73 N=96	0.76
64	Teachers go out of their way to help you.	true false N=20	70 30 N=20	95 5 N=20	91 8 N=24	87 12 N=32	86 13 N=96	6.45
65	The rector is willing to hear student complaints.	true false N=20	100 0 N=20	100 0 N=21	91 8 N=24	100 0 N=32	97 2 N=97	6.21
66	When someone is out sick for a while his classmates let him know that he is missed.	true false N=20	80 20 N=20	72 27 N=22	66 33 N=24	68 31 N=32	71 28 N=98	1.11
67	Most students are not interested in television programs dealing with social and political problems.	true false N=20	10 90 N=20	4 95 N=22	18 81 N=22	18 81 N=32	13 86 N=96	2.88
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false N=20	75 25 N=20	90 9 N=21	79 20 N=24	84 15 N=32	82 17 N=97	1.96
69	There always seems to be a lot of little quarrels going on.	true false N=20	60 40 N=20	47 52 N=21	26 73 N=23	62 37 N=32	50 50 N=96	8.10*
70	Everyone has a lot of good fun at this seminary.	true false N=19	78 21 N=19	80 20 N=20	70 29 N=24	71 28 N=32	74 25 N=95	0.80

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05
 ** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORY

SCHOOL I
(N=99)

Item no1	Value ²	Description (Prefix-- "I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X ² 3df(4)
71	T3	work harder than most of those in my class.	65	36	52	53	51	
	E2	work at least as hard as most of those in my class.	35	63	48	46	40	
			N=20	N=22	N=25	N=32	N=99	3.51
72	E2	do things which most other people do.	80	66	66	51	64	
	T2	do things which are out-of-the-ordinary.	20	33	33	48	35	
			N=20	N=21	N=24	N=31	N=96	4.44
73	T2	have my own ideas about politics and religion.	70	77	95	07	83	
	E2	try to agree with others on these matters.	30	22	4	12	16	
			N=20	N=22	N=24	N=32	N=98	6.33
74	T3	attain more education than my father or mother attained.	90	80	73	84	82	
	E4	enjoy more of the good things of life than my father and mother enjoyed.	10	19	26	15	17	
			N=20	N=21	N=23	N=32	N=96	2.04
75	E4	feel that the future is uncertain and unpredictable.	25	13	8	3	11	
	T4	feel that the future is full of opportunities for me.	75	86	91	96	88	
			N=20	N=22	N=24	N=32	N=98	6.24
76	E4	feel that happiness is the most important thing in life for me.	50	52	66	71	61	
	T1	feel that enduring suffering and pain is important for me in the long run.	50	47	33	28	38	
			N=20	N=21	N=24	N=32	N=97	3.58
77	E1	rely on the advice of others in making decisions.	30	33	29	56	38	
	T2	be independent in making decisions.	70	66	70	43	61	
			N=20	N=21	N=24	N=30	N=95	5.87
78	T4	feel it is my duty to save as much money as I can.	35	18	24	25	25	
	E4	feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.	65	81	76	75	74	
			N=20	N=22	N=25	N=32	N=99	1.61
79	T4	save all of the ten dollar bill I received.	35	22	30	43	33	
	E4	spend five of the ten dollars for something I will enjoy.	65	77	69	56	66	
			N=20	N=22	N=23	N=30	N=95	2.55
80	E2	spend enough on clothes to dress as well as my friends.	35	22	24	22	25	
	T4	spend only enough on clothes as to look presentable and save the rest for future needs.	65	77	76	77	74	
			N=20	N=22	N=25	N=31	N=98	1.20
81	T3	put in long hours of work or study without any but necessary interruptions.	70	45	50	51	53	
	E3	know that if even I stop work for slim excuses I'll still get the job done anyway.	30	54	50	48	46	
			N=20	N=22	N=24	N=31	N=97	2.92
82	T4	feel that it is most important to live for the future.	25	33	34	9	24	
	E4	feel that today is important and I should live each day to the fullest.	75	66	65	90	75	
			N=20	N=21	N=23	N=31	N=95	5.92
83	E3	feel that "right" and "wrong" are relative terms.	0	13	29	18	16	
	T1	feel that I should have strong convictions about what is right or wrong.	100	86	70	81	83	
			N=20	N=22	N=24	N=32	N=98	7.05
84	T3	work hard to do most things better than others.	70	18	44	18	35	
	E3	work hard at some things and leave others to those who are more qualified than I.	30	81	56	81	64	
			N=20	N=22	N=25	N=32	N=99	18.02**
85	E3	feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.	65	60	54	65	63	
	T1	feel that the most important thing in life is to strive for eternal peace.	35	31	45	34	36	
			N=20	N=22	N=24	N=32	N=98	1.10
86	T1	consider that work is important, fun is not too important.	25	9	4	3	9	
	E4	consider that all work and no play is not good for me.	75	90	95	96	90	
			N=20	N=22	N=24	N=32	N=98	0.13*
87	E2	hold that what others think about right and wrong should influence my thinking.	40	36	41	22	34	
	T2	hold that my own convictions about right and wrong are most important.	60	63	58	77	65	
			N=20	N=22	N=24	N=31	N=97	2.80

Item no	Value	Description (Prefix-- "I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X ²
88		T2 defend my ideas about right and wrong.	55	54	54	46	52	
		E3 be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	45 N=20	45 N=22	45 N=24	53 N=32	47 N=98	0.51
89		E1 make as many social contacts as possible.	55	40	54	43	47	
		T1 be willing to sacrifice myself for the sake of a better world.	45 N=20	60 N=20	45 N=24	56 N=32	52 N=96	1.50
90		E3 get all my work done on my own.	20	18	36	34	28	
		T2 get my work done with the help of others when necessary.	80 N=20	81 N=22	64 N=25	65 N=32	71 N=99	3.10
91		E2 wear clothes similar to those of my friends.	30	59	48	38	43	
		T2 dress moderately even though this makes me different from my friends.	70 N=20	40 N=22	48 N=25	61 N=31	56 N=98	7.29
92		E4 work hard only if I am paid for it.	0	4	12	3	5	
		T2 work hard at doing something creative regardless of pay.	100 N=18	95 N=22	80 N=25	96 N=32	94 N=97	6.72
93		E4 get summer work that will allow me to enjoy some of the luxuries of life.	44	38	72	58	54	
		T3 get a summer job that will help me with my vocation to the priesthood.	55 N=18	61 N=21	28 N=25	41 N=31	44 N=95	6.50
94		T3 feel that I should be able to solve difficult problems and puzzles.	77	59	60	62	64	
		E3 feel that difficult problems and puzzles are good for some people but are not for everybody.	22 N=18	40 N=22	39 N=23	37 N=32	35 N=95	1.84
95		E2 consider that style is more important than quality in clothes.	22	23	45	16	26	
		T1 consider that quality is more important than style in clothes.	77 N=18	76 N=21	54 N=24	83 N=30	73 N=93	6.27
96		T2 say what I think is right about things.	38	40	41	19	33	
		E1 think of the effect on others before I speak.	61 N=18	59 N=22	58 N=24	81 N=32	66 N=96	4.63
97		E2 feel comfortable getting the same grades as most of the people in my class.	27	54	26	50	41	
		T2 feel comfortable near the head of the class.	72 N=18	45 N=22	73 N=23	50 N=32	58 N=95	6.15
98		T2 have my own firm ideas about correct behavior.	83	81	70	96	84	
		E2 look to others for the kind of behavior which is approved by the group.	16 N=18	18 N=22	29 N=24	3 N=32	15 N=96	7.25
99		T1 feel that discipline in the seminary is not as strict as it should be.	5	4	0	3	3	
		E1 feel that the change from strict discipline in the seminary today is a good one.	94 N=18	95 N=22	100 N=24	96 N=32	96 N=96	1.27
100		T4 consider that the most important thing in school is to gain knowledge useful to me in the future.	55	30	33	31	36	
		E1 consider that the most important thing in school is to learn how to get along well with people.	44 N=18	70 N=20	66 N=24	68 N=32	63 N=94	3.67
101		T2 do things without regard to what others may think.	50	61	41	40	47	
		E4 do things which allow me to have fun and be happy.	50 N=18	38 N=21	58 N=24	59 N=32	52 N=95	2.72
102		E3 take only classes which are interesting to me whether or not they will do me some good in the future.	5	4	4	12	7	
		T4 take a class which is uninteresting to me but which will do me some good in the future.	94 N=18	95 N=21	95 N=23	87 N=32	92 N=94	1.81
103		E1 go to a school activity to enjoy myself by being with people.	83	86	91	96	90	
		T1 go to a school activity because it is my duty to be loyal to my class or the school.	16 N=18	13 N=22	8 N=24	3 N=32	9 N=96	3.09

Item no	Value	Description (Prefix-- "I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X ²
104		T4 feel it is right to spend less for clothes in order to save for the future.	38	36	33	50	40	
		E3 feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	61 N=18	63 N=22	66 N=24	50 N=32	59 N=96	1.88
105		T2 do things very few others can do.	33	4	16	12	15	
		E1 do things cooperatively with others.	66 N=18	95 N=21	83 N=24	87 N=32	84 N=95	6.36
106		E2 use the same expressions my friends use so that they won't think I'm odd.	16	47	45	29	35	
		T1 speak in the most clear and correct manner.	83 N=18	52 N=21	54 N=24	70 N=31	64 N=94	5.84
107		T4 feel that it is right to save for the future.	66	68	41	46	54	
		E3 feel that whether or not it is right to save for the future is up to the individual.	33 N=18	31 N=22	58 N=24	53 N=32	45 N=96	5.06
108		T4 choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	66	36	41	34	42	
		E1 choose a job in which I can work with many interesting people.	33 N=18	63 N=22	58 N=24	65 N=32	57 N=96	5.50
109		E4 mix a little pleasure with my work so I don't get bored.	70	66	70	54	64	
		T3 keep at a job until it is finished.	30 N=20	33 N=21	29 N=24	45 N=31	35 N=96	1.99
110		E4 get as much pleasure as I can out of life now.	10	15	12	6	10	
		T2 stand by my own convictions.	90 N=20	85 N=20	87 N=24	93 N=32	89 N=96	1.16
111		E3 feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	70	86	79	87	81	
		T1 feel guilty when I misbehave and expect to be punished.	30 N=20	13 N=22	20 N=24	12 N=31	18 N=97	2.82
112		T1 have less freedom in the classroom.	20	38	36	40	34	
		E1 have more freedom in the classroom.	80 N=20	61 N=21	63 N=22	60 N=30	65 N=93	2.41
113		T3 be very ambitious.	36	30	25	24	28	
		E1 be very sociable.	63 N=19	70 N=20	75 N=24	75 N=29	71 N=92	1.08
114		E2 choose a job in which I'll earn as much as most of my friends.	15	0	21	16	13	
		T4 choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	85 N=20	100 N=22	78 N=23	83 N=31	86 N=96	4.97
115		E1 get the kind of job which will bring me in contact with many interesting people.	30	59	62	59	54	
		T3 get the kind of job which will make me a success in life.	70 N=20	40 N=22	37 N=24	40 N=32	45 N=98	5.93
116		E3 feel that whether or not it is right to plan and save for the future is a matter of opinion.	30	18	37	28	28	
		T4 feel that it is right to plan and save for the future.	70 N=20	81 N=22	62 N=24	71 N=32	71 N=98	2.12
117		T1 be willing to sacrifice myself for a better world.	85	95	62	96	85	
		E2 feel it is important to behave like most other people do.	15 N=20	4 N=21	37 N=24	3 N=32	14 N=97	15.2444
118		T4 deny myself enjoyment for the present for better things in the future.	45	45	37	43	42	
		E1 have fun attending parties and being with people.	55 N=20	54 N=22	62 N=24	56 N=32	57 N=98	0.38
119		E2 be satisfied to do as well in life as my father did.	25	15	17	9	15	
		T3 attain a higher position in life than my father did.	75 N=20	85 N=20	82 N=23	90 N=32	84 N=95	2.32
120		T4 feel that it will be good for me later if I endure some unpleasant things now.	80	81	66	75	75	
		E3 feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	20 N=20	18 N=22	33 N=24	25 N=32	24 N=98	1.71
121		E2 be able to have most of the things my friends have.	5	0	25	12	11	
		T4 be able to have enough money to lay away some for future needs.	995 N=20	100 N=21	75 N=24	87 N=32	88 N=97	7.984

Item no	Value	Description (Prefix--"I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X ²
122	E4	feel that happiness is the most important thing in life.	45	71	70	64	63	
	T1	feel that being respected is the most important thing in life.	55	28	29	35	36	
			N=20	N=21	N=24	N=31	N=96	4.09
123	T1	feel that more physical punishment is needed by children today.	50	31	20	9	25	
	E3	feel that physical punishment does the child more harm than good.	50	68	79	90	74	
			N=20	N=22	N=24	N=31	N=97	11.06 ⁴
124	T3	exert every effort to be more successful this year than I was last year.	85	77	75	77	78	
	E2	be content with a reasonable amount of success and live longer.	15	22	25	22	21	
			N=20	N=22	N=24	N=31	N=97	0.71
125	T1	try very hard to overcome my emotions.	95	85	62	80	80	
	E4	get as much pleasure as I can out of life now.	5	14	37	20	20	
			N=20	N=21	N=24	N=30	N=95	7.83 ⁴
126	T3	feel it is important to be more successful this year than last year.	55	22	33	21	31	
	E1	feel it is important to get along well with others.	45	77	66	78	68	
			N=20	N=22	N=24	N=32	N=98	7.29
127	E3	feel that children are born good.	95	95	100	100	97	
	T1	feel that children are born sinful.	5	4	0	0	2	
			N=20	N=22	N=23	N=31	N=96	2.63
128	T2	spend as much time as I can working indendently.	90	80	75	75	79	
	E4	spend as much time as I can having fun.	10	19	25	25	20	
			N=20	N=21	N=24	N=32	N=97	2.06
129	T4	deny myself enjoyment for the present for better things in the future.	65	71	65	63	65	
	E1	be able to have as much enjoyment as my friends have.	35	28	34	36	34	
			N=20	N=21	N=23	N=30	N=94	0.38
130	T3	feel that it is right to be very ambitious.	75	77	54	31	56	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	25	22	45	68	43	
			N=20	N=22	N=24	N=32	N=98	14.96 ⁴
131	E1	choose to work with people I like in a job I don't like.	40	55	47	50	48	
	T3	choose to work with people I don't like in a job I like.	60	45	52	50	51	
			N=20	N=20	N=23	N=30	N=93	0.94
132	T3	work as hard as I can in order to be successful.	85	72	70	46	66	
	E4	work as hard as I can in order to enjoy some of the fun of life.	15	27	29	53	33	
			N=20	N=22	N=24	N=32	N=98	9.16 ⁴
133	T3	strive to be an expert in at least one thing.	40	31	33	38	36	
	E2	do many things quite well but not necessarily be an expert in everything.	60	68	66	61	63	
			N=20	N=22	N=24	N=31	N=97	0.47
134	E1	enjoy myself doing things with others.	90	100	100	93	95	
	T2	enjoy myself doing many things alone.	10	0	0	6	4	
			N=20	N=21	N=24	N=32	N=97	4.04

¹ Item number in Questionnaire.

² Values:

Traditional

T1 Puritan Morality

T2 Individualism

T3 Work Success

T4 Future Time Orientation

Emergent

E1 Sociability

E2 Conformity

E3 Moral Relativism

E4 Present Time Orientation

³ Percents rounded to either 99 or 100

(⁴) * significant at .05

** significant at .01

APPENDIX D:6

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIRESCHOOL II
(N=89)

Item no1	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ² 3df(3)
36	The students here come from many different kinds of homes and backgrounds.	true false N=30 N=19 N=20 N=20 N=89	86 13 N=30	100 0 N=19	100 0 N=20	80 20 N=20	91 8 N=89	7.50
37	Most classes are very well planned.	true false N=30 N=19 N=20 N=20 N=89	53 46 N=30	84 15 N=19	45 55 N=20	25 75 N=20	51 48 N=89	14.14**
38	Teachers often try to get students to speak up freely and openly in class.	true false N=30 N=19 N=20 N=20 N=89	83 16 N=30	84 15 N=19	75 25 N=20	100 0 N=20	85 14 N=89	5.27
39	There is a lot of competition for grades.	true false N=30 N=19 N=20 N=20 N=89	53 46 N=30	63 36 N=19	90 10 N=20	25 75 N=20	57 42 N=89	17.72**
40	In most classes there is very little joking and laughing.	true false N=30 N=19 N=20 N=20 N=89	20 80 N=30	10 89 N=19	5 95 N=20	5 95 N=20	11 88 N=89	3.87
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false N=30 N=19 N=20 N=20 N=89	46 53 N=30	52 47 N=19	25 75 N=20	75 25 N=20	49 50 N=89	10.17*
42	Teachers here are genuinely concerned with a student's feelings.	true false N=30 N=19 N=19 N=20 N=88	70 30 N=30	68 31 N=19	78 21 N=19	100 0 N=20	78 21 N=88	7.88*
43	You need permission to do <u>anything</u> around here.	true false N=30 N=18 N=20 N=20 N=88	43 56 N=30	77 22 N=18	70 30 N=20	50 50 N=20	57 42 N=88	7.24
44	There is a lot of school spirit.	true false N=30 N=19 N=20 N=20 N=89	73 26 N=30	63 36 N=19	55 45 N=20	90 10 N=20	70 29 N=89	6.60
45	When students think a teacher's decision is unfair they try to get it changed.	true false N=30 N=19 N=20 N=20 N=89	96 3 N=30	100 0 N=19	95 5 N=20	100 0 N=20	97 2 N=89	1.74
46	Most students look up to their teachers and admire them.	true false N=29 N=19 N=20 N=20 N=88	31 68 N=29	36 63 N=19	30 70 N=20	65 35 N=20	39 60 N=88	7.10
47	Student elections produce a lot of interest and strong feeling.	true false N=30 N=19 N=20 N=20 N=89	63 36 N=30	47 52 N=19	40 60 N=20	25 75 N=20	46 53 N=89	7.48
48	Students are always coming up with new fads and expressions.	true false N=29 N=18 N=20 N=20 N=87	79 20 N=29	94 5 N=18	65 35 N=20	70 30 N=20	77 22 N=87	5.36
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false N=30 N=17 N=20 N=20 N=87	93 6 N=30	94 5 N=17	85 15 N=20	75 25 N=20	87 12 N=87	4.53
50	Students try to be good in sports as a way to gain recognition.	true false N=29 N=18 N=20 N=20 N=87	55 44 N=29	66 33 N=18	85 15 N=20	40 60 N=20	60 39 N=87	9.19*
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false N=30 N=18 N=20 N=20 N=88	33 66 N=30	22 77 N=18	10 90 N=20	45 55 N=20	28 71 N=88	6.73
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false N=29 N=18 N=20 N=19 N=86	65 34 N=29	55 44 N=18	95 5 N=20	47 52 N=19	66 33 N=86	11.35**

Item no	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ²
53	Once you have made a mistake, it's hard to life it down in this school.	true false N=30 N=18 N=19 N=20 N=87	36 63 N=30	38 61 N=18	63 36 N=19	5 95 N=20	35 64 N=87	14.55**
54	The way people feel around here is always fairly evident.	true false N=29 N=18 N=20 N=20 N=87	89 10 N=29	100 0 N=18	90 10 N=20	90 10 N=20	91 8 N=87	1.98
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false N=30 N=18 N=20 N=20 N=88	66 33 N=30	55 44 N=18	65 35 N=20	95 5 N=20	70 29 N=88	8.20*
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false N=30 N=18 N=20 N=19 N=87	30 70 N=30	44 55 N=18	40 60 N=20	26 73 N=19	34 65 N=87	1.88
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false N=27 N=18 N=19 N=18 N=82	59 40 N=27	50 50 N=18	47 52 N=19	72 27 N=18	57 42 N=82	2.83
58	The administration and faculty often make you feel like a child.	true false N=30 N=18 N=19 N=20 N=87	36 63 N=30	38 61 N=18	73 26 N=19	45 55 N=20	47 52 N=87	7.22
59	Popularity, pull and bluff get students through many courses.	true false N=30 N=17 N=20 N=20 N=87	20 80 N=30	11 88 N=17	65 35 N=20	30 70 N=20	31 68 N=87	15.44**
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false N=29 N=18 N=20 N=20 N=87	58 41 N=29	50 50 N=18	85 15 N=20	25 75 N=20	55 44 N=87	14.89**
61	When students do not like a school rule, they really work hard to get it changed.	true false N=30 N=18 N=20 N=20 N=88	43 56 N=30	44 55 N=18	40 60 N=20	45 55 N=20	43 56 N=88	0.12
62	Seminarians may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false N=30 N=18 N=20 N=20 N=88	50 50 N=30	72 27 N=18	50 50 N=20	30 70 N=20	50 50 N=88	6.75
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false N=29 N=18 N=20 N=20 N=87	24 75 N=29	22 77 N=18	25 75 N=20	30 70 N=20	25 74 N=87	0.34
64	Teachers go out of their way to help you.	true false N=30 N=19 N=20 N=20 N=89	66 33 N=30	63 36 N=19	55 45 N=20	80 20 N=20	66 33 N=89	2.90
65	The rector is willing to hear student complaints.	true false N=29 N=19 N=20 N=19 N=87	86 13 N=29	84 15 N=19	50 50 N=20	68 31 N=19	73 26 N=87	9.45*
66	When someone is out sick for a while his classmates let him know that he is missed.	true false N=30 N=19 N=20 N=19 N=88	63 36 N=30	73 26 N=19	50 50 N=20	73 26 N=19	64 35 N=88	3.26
67	Most students are not interested in television programs dealing with social and political problems.	true false N=29 N=18 N=20 N=20 N=87	44 55 N=29	38 61 N=18	70 30 N=20	25 75 N=20	44 55 N=87	8.55*
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false N=29 N=18 N=20 N=19 N=86	68 31 N=29	88 11 N=18	75 25 N=20	78 21 N=19	76 23 N=86	2.55
69	There always seems to be a lot of little quarrels going on.	true false N=29 N=19 N=20 N=20 N=88	62 37 N=29	57 42 N=19	80 20 N=20	30 70 N=20	57 42 N=88	10.60*
70	Everyone has a lot of good fun at this seminary.	true false N=28 N=18 N=20 N=20 N=86	71 28 N=28	83 16 N=18	80 20 N=20	80 20 N=20	77 22 N=86	1.09

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05
** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORYSCHOOL II
(N=89)

Item no ¹	Value ²	Description (Prefix-- "I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X ² 3df ³
71	T3 work harder than most of those in my class. E2 work at least as hard as most of those in my class.		70 30 N=30	68 31 N=19	25 75 N=20	70 30 N=20	59 40 N= 89	12.74
72	E2 do things which most other people do. T2 do things which are out-of-the-ordinary.		60 40 N=30	47 52 N=19	80 20 N=20	60 40 N=20	61 38 N= 89	4.55
73	T2 have my own ideas about politics and religion. E2 try to agree with others on these matters.		76 23 N=30	83 16 N=18	90 10 N=20	100 0 N=20	86 13 N= 88	5.91
74	T3 attain more education than my father or mother attained. E4 enjoy more of the good things of life than my father and mother enjoyed.		79 20 N=29	100 0 N=18	60 40 N=20	75 25 N=20	78 21 N= 87	9.03
75	E4 feel that the future is uncertain and unpredictable. T4 feel that the future is full of opportunities for me.		10 89 N=29	5 94 N=19	10 90 N=20	5 95 N=20	7 92 N= 88	0.74
76	E4 feel that happiness is the most important thing in life for me. T1 feel that enduring suffering and pain is important for me in the long run.		31 68 N=29	42 57 N=19	65 35 N=20	63 36 N=20	48 51 N= 88	7.66
77	E1 rely on the advice of others in making decisions. T2 be independent in making decisions.		41 58 N=29	47 52 N=19	35 65 N=20	55 45 N=20	44 55 N= 88	1.20
78	T4 feel it is my duty to save as much money as I can. E4 feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.		58 41 N=29	36 63 N=19	35 65 N=20	35 65 N=20	43 56 N= 88	4.22
79	T4 save all of the ten dollar bill I received. E4 spend five of the ten dollars for something I will enjoy.		55 44 N=29	26 73 N=19	30 70 N=20	15 85 N=20	34 65 N=88	9.51
80	E2 spend enough on clothes to dress as well as my friends. T4 spend only enough on clothes as to look presentable and save the rest for future needs.		24 75 N=29	21 78 N=19	35 65 N=20	40 60 N=20	29 70 N= 88	2.47
81	T3 put in long hours of work or study without any but necessary interruptions. E3 know that if even I stop work for slim excuses I'll still get the job done anyway.		82 17 N=29	84 15 N=19	45 55 N=20	47 52 N=19	66 33 N= 87	13.51
82	T4 feel that it is most important to live for the future. E4 feel that today is important and I should live each day to the fullest.		20 79 N=29	36 63 N=19	25 75 N=20	25 75 N=20	26 73 N= 88	1.29
83	E3 feel that "right" and "wrong" are relative terms. T1 feel that I should have strong convictions about what is right or wrong.		10 89 N=29	11 88 N=18	30 70 N=20	31 68 N=19	19 80 N= 86	5.62
84	T3 work hard to do most things better than others. E3 work hard at some things and leave others to those who are more qualified than I.		55 44 N=29	47 52 N=19	30 70 N=20	45 55 N=20	45 54 N= 88	3.25
85	E3 feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again. T1 feel that the most important thing in life is to strive for eternal peace.		55 44 N=29	57 42 N=19	55 45 N=20	72 27 N=18	59 40 N= 86	1.02

Item no	Value	Description (Prefix--"I ought to...")	Fresh	Soph	Jun	Sen	Total	X ²
86	T1 consider that work is important, fun is not too important. E4 consider that all work and no play is not good for me.	34 65 N=29	31 68 N=19	25 75 N=20	10 90 N=20	26 73 N=88	4.04	
87	E2 hold that what others think about right and wrong should influence my thinking. T2 hold that my own convictions about right and wrong are most important.	24 75 N=29	38 61 N=18	40 60 N=20	40 60 N=20	34 65 N=87	2.06	
88	T2 defend my ideas about right and wrong. E3 be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	57 42 N=28	55 44 N=18	55 45 N=20	45 55 N=20	53 46 N=86	0.77	
89	E1 make as many social contacts as possible. T1 be willing to sacrifice myself for the sake of a better world.	37 62 N=29	33 66 N=18	50 50 N=20	50 50 N=20	42 57 N=87	1.78	
90	E3 get all my work done on my own. T2 get my work done with the help of others when necessary.	62 37 N=29	21 70 N=19	30 70 N=20	40 60 N=20	40 59 N=88	9.46*	
91	E2 wear clothes similar to those of my friends. T2 dress moderately even though this makes me different from my friends.	27 72 N=29	31 68 N=19	25 75 N=20	45 55 N=20	31 68 N=88	2.27	
92	E4 work hard only if I am paid for it. T2 work hard at doing something creative regardless of pay.	6 93 N=30	0 100 N=19	5 95 N=20	0 100 N=19	3 96 N=88	2.46	
93	E4 get summer work that will allow me to enjoy some of the luxuries of life. T3 get a summer job that will help me with my vocation to the priesthood.	21 78 N=28	16 83 N=18	50 50 N=20	44 55 N=18	32 67 N=84	7.62	
94	T3 feel that I should be able to solve difficult problems and puzzles. E3 feel that difficult problems and puzzles are good for some people but are not for everybody.	79 20 N=29	57 42 N=19	65 35 N=20	68 31 N=19	68 31 N=87	2.68	
95	E2 consider that style is more important than quality in clothes. T1 consider that quality is more important than style in clothes.	17 82 N=28	11 88 N=18	15 85 N=20	15 84 N=19	15 84 N=85	0.39	
96	T2 say what I think is right about things. E1 think of the effect on others before I speak.	44 55 N=29	31 68 N=19	55 45 N=20	42 57 N=19	43 56 N=87	2.20	
97	E2 feel comfortable getting the same grades as most of the people in my class. T2 feel comfortable near the head of the class.	44 58 N=29	10 89 N=19	45 55 N=20	31 68 N=19	34 65 N=87	7.25	
98	T2 have my own firm ideas about correct behavior. E2 look to others for the kind of behavior which is approved by the group.	96 3 N=29	84 15 N=19	70 30 N=20	89 10 N=19	86 13 N=87	7.26	
99	T1 feel that discipline in the seminary is not as strict as it should be. E1 feel that the change from strict discipline in the seminary today is a good one.	34 65 N=29	5 94 N=18	20 80 N=20	15 84 N=19	20 79 N=86	6.10	
100	T4 consider that the most important thing in school is to gain knowledge useful to me in the future. E1 consider that the most important thing in school is to learn how to get along well with people.	58 41 N=29	47 52 N=19	40 60 N=20	47 52 N=19	49 50 N=87	1.75	
101	T2 do things without regard to what others may think. E4 do things which allow me to have fun and be happy.	68 31 N=29	47 52 N=19	26 73 N=19	57 42 N=19	52 47 N=86	0.79*	

Item no	Value	Description (Prefix--"I ought to...")	Fresh	Soph	Jun	Sen	Total	x2
102	E3	take only classes which are interesting to me whether or not they will do me some good in the future.	10	5	21	5	10	
	T4	take a class which is uninteresting to me but which will do me some good in the future.	89	94	78	94	89	
			N=29	N=19	N=19	N=19	N=86	3.37
103	E1	go to a school activity to enjoy myself by being with people.	75	73	85	94	81	
	T1	go to a school activity because it is my duty to be loyal to my class or the school.	24	26	15	5	18	
			N=29	N=19	N=20	N=19	N=87	3.76
104	T4	feel it is right to spend less for clothes in order to save for the future.	34	55	40	15	36	
	E3	feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	65	44	60	84	63	
			N=29	N=18	N=20	N=19	N=86	6.52
105	T2	do things very few others can do.	17	2	30	52	29	
	E1	do things cooperatively with others.	82	78	70	47	70	
			N=28	N=19	N=20	N=19	N=86	7.42
106	E2	use the same expressions my friends use so that they won't think I'm odd.	10	0	47	29	20	
	T1	speak in the most clear and correct manner.	89	100	52	70	79	
			N=28	N=19	N=19	N=17	N=83	15.79AA
107	T4	feel that it is right to save for the future.	50	68	50	47	53	
	E3	feel that whether or not it is right to save for the future is up to the individual.	50	31	50	52	46	
			N=28	N=19	N=20	N=19	N=86	2.22
108	T4	choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	64	68	45	31	53	
	E1	choose a job in which I can work with many interesting people.	35	31	55	68	46	
			N=28	N=19	N=20	N=19	N=86	7.26
109	E4	mix a little pleasure with my work so I don't get bored.	27	22	55	65	41	
	T3	keep at a job until it is finished.	72	77	45	35	58	
			N=29	N=18	N=20	N=20	N=87	11.12A
110	E4	get as much pleasure as I can out of life now.	13	5	25	5	12	
	T2	stand by my own convictions.	86	94	75	95	87	
			N=30	N=18	N=20	N=20	N=88	4.69
111	E3	feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	55	68	80	73	67	
	T1	feel guilty when I misbehave and expect to be punished.	44	31	20	26	32	
			N=29	N=19	N=20	N=19	N=87	3.78
112	T1	have less freedom in the classroom.	50	61	45	35	47	
	E1	have more freedom in the classroom.	50	38	55	65	52	
			N=30	N=18	N=20	N=20	N=88	2.71
113	T3	be very ambitious.	60	50	50	30	48	
	E1	be very sociable.	40	50	50	70	51	
			N=30	N=18	N=20	N=20	N=88	4.35
114	E2	choose a job in which I'll earn as much as most of my friends.	13	5	20	10	12	
	T4	choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	86	94	80	90	87	
			N=29	N=19	N=20	N=20	N=88	
115	E1	get the kind of job which will bring me in contact with many interesting people.	36	47	75	80	57	
	T3	get the kind of job which will make me a success in life.	63	52	25	20	42	
			N=30	N=19	N=20	N=20	N=89	12.75AA
116	E3	feel that whether or not it is right to plan and save for the future is a matter of opinion.	23	36	45	25	31	
	T4	feel that it is right to plan and save for the future.	76	63	55	75	68	
			N=30	N=19	N=20	N=20	N=20	3.26
117	T1	be willing to sacrifice myself for a better world.	93	94	80	89	89	
	E2	feel it is important to behave like most other people do.	6	5	20	10	10	
			N=29	N=18	N=20	N=20	N=89	2.79
118	T4	deny myself enjoyment for the present for better things in the future.	63	61	55	70	62	
	E1	have fun attending parties and being with people.	36	38	45	30	37	
			N=30	N=18	N=20	N=20	N=88	0.98
119	E2	be satisfied to do as well in life as my father did.	20	11	35	30	233	
	T3	attain a higher position in life than my father did.	80	88	65	70	76	
			N=30	N=18	N=20	N=20	N=88	3.63

Item no	Value	Description (Prefix--"I ought to...")	Fresh	Soph	Jun	Sen	Total	X ²
120	T4	feel that it will be good for me later if I endure some unpleasant things now.	56	77	70	55	63	
	E3	feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	43	22	30	45	36	
			N= 30	N= 18	N= 20	N= 20	N= 88	3.18
121	E2	be able to have most of the things my friends have.	17	10	25	5	14	
	T4	be able to have enough money to lay away some for future needs.	82	89	75	95	85	
			N= 29	N= 19	N= 20	N= 20	N= 88	3.59
122	E4	feel that happiness is the most important thing in life.	60	50	65	70	61	
	T1	feel that being respected is the most important thing in life.	40	50	35	30	38	
			N= 30	N= 18	N= 20	N= 20	N= 88	1.74
123	T1	feel that more physical punishment is needed by children today.	83	36	45	36	54	
	E3	feel that physical punishment does the child more harm than good.	16	63	55	63	45	
			N= 30	N= 19	N= 20	N= 19	N= 88	15.56**
124	T3	exert every effort to be more successful this year than I was last year.	86	100	65	85	84	
	E2	be content with a reasonable amount of success and live longer.	13	0	35	15	15	
			N= 30	N= 19	N= 20	N= 20	N= 89	9.28*
125	T1	try very hard to overcome my emotions.	73	94	50	52	68	
	E4	get as much pleasure as I can out of life now.	26	5	50	47	31	
			N= 30	N= 19	N= 20	N= 19	N= 88	11.70**
126	T3	feel it is important to be more successful this year than last year.	50	78	50	30	51	
	E1	feel it is important to get along well with others.	50	21	50	70	48	
			N= 28	N= 19	N= 20	N= 20	N= 87	9.47*
127	E3	feel that children are born good.	89	94	95	100	94	
	T1	feel that children are born sinful.	10	5	5	0	5	
			N= 28	N= 18	N= 20	N= 20	N= 86	2.48
128	T2	spend as much time as I can working indendently.	89	94	65	89	84	
	E4	spend as much time as I can having fun.	10	5	35	10	15	
			N= 28	N= 19	N= 20	N= 19	N= 86	8.33*
129	T4	deny myself enjoyment for the present for better things in the future.	75	84	65	80	75	
	E1	be able to have as much enjoyment as my friends have.	25	15	35	20	24	
			N= 28	N= 19	N= 20	N= 20	N= 87	2.21
130	T3	feel that it is right to be very ambitious.	64	72	40	35	53	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	35	27	60	65	46	
			N= 28	N= 18	N= 20	N= 20	N=	8.06*
131	E1	choose to work with people I like in a job I don't like.	46	27	50	60	46	
	T3	choose to work with people I don't like in a job I like.	53	72	50	40	53	
			N= 28	N= 18	N= 20	N= 20	N= 86	4.09
132	T3	work as hard as I can in order to be successful.	85	94	40	60	71	
	E4	work as hard as I can in order to enjoy some of the fun of life.	14	5	60	40	28	
			N= 28	N= 19	N= 20	N= 20	N= 87	18.75**
133	T3	strive to be an expert in at least one thing.	48	52	40	30	43	
	E2	do many things quite well but not necessarily be an expert in everything.	51	47	60	70	56	
			N= 27	N= 19	N= 20	N= 20	N= 86	2.46
134	E1	enjoy myself doing things with others.	75	78	85	95	82	
	T2	enjoy myself doing many things alone.	25	21	15	5	17	
			N= 28	N= 19	N= 20	N= 20	N= 87	3.54

1 Item number in Questionnaire.

2 Values:

Traditional
T1 Puritan Morality
T2 Individualism
T3 Work Success
T4 Future Time Orientation

Emergent
E1 Sociability
E2 Conformity
E3 Moral Relativism
E4 Present Time Orientation

3 Percents rounded to either 99 or 100

4) * significant at .05

** significant at .01

APPENDIX D:7

RESPONSES IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES
TO SOCIAL CLIMATE INDEX ITEMS, PART TWO OF QUESTIONNAIRESCHOOL III
(N=99)

Item no1	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ² 3df(3)
36	The students here come from many different kinds of homes and backgrounds.	true false N=15	100 0 N=15	96 3 N=28	80 20 N=25	96 3 N=30	92 7 N=98	8.57*
37	Most classes are very well planned.	true false N=15	93 6 N=15	89 10 N=29	84 16 N=25	90 10 N=30	88 11 N=99	0.95
38	Teachers often try to get students to speak up freely and openly in class.	true false N=15	93 6 N=15	75 24 N=29	88 12 N=25	93 6 N=30	86 13 N=99	4.75
39	There is a lot of competition for grades.	true false N=15	40 60 N=15	65 34 N=29	44 56 N=25	17 82 N=29	41 58 N=98	13.96**
40	In most classes there is very little joking and laughing.	true false N=15	20 80 N=15	0 100 N=29	4 96 N=25	24 75 N=29	11 88 N=98	10.98*
41	No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.	true false N=14	85 14 N=14	85 14 N=28	80 20 N=25	86 13 N=29	84 15 N=96	0.49
42	Teachers here are genuinely concerned with a student's feelings.	true false N=15	100 0 N=15	92 7 N=28	92 8 N=25	100 0 N=30	95 4 N=98	3.56
43	You need permission to do <u>anything</u> around here.	true false N=15	60 40 N=15	60 39 N=28	80 20 N=25	90 10 N=30	75 25 N=98	3.65
44	There is a lot of school spirit.	true false N=15	100 0 N=15	96 3 N=28	84 16 N=25	93 6 N=30	92 7 N=98	4.76
45	When students think a teacher's decision is unfair they try to get it changed.	true false N=15	53 46 N=15	75 25 N=28	64 36 N=25	88 11 N=27	72 27 N=95	7.41
46	Most students look up to their teachers and admire them.	true false N=15	100 0 N=15	85 14 N=28	76 24 N=25	92 7 N=26	87 12 N=94	5.68
47	Student elections produce a lot of interest and strong feeling.	true false N=15	46 53 N=15	41 58 N=29	16 83 N=24	8 92 N=25	26 73 N=93	11.89**
48	Students are always coming up with new fads and expressions.	true false N=15	100 0 N=15	96 3 N=29	100 0 N=25	75 24 N=29	91 8 N=98	14.28**
49	Everyone has the same opportunity to get good marks because tests are marked very fairly.	true false N=15	93 6 N=15	86 13 N=29	88 12 N=25	93 6 N=30	89 10 N=99	1.11
50	Students try to be good in sports as a way to gain recognition.	true false N=15	33 66 N=15	20 79 N=29	24 76 N=25	3 96 N=29	18 81 N=98	7.17
51	Quite frequently students will get together on their own time and talk about things they have learned in class.	true false N=15	33 66 N=15	44 55 N=29	36 64 N=25	53 46 N=28	43 56 N=97	2.38
52	Students are often bitter in their criticism of the seminary administration, or the way it is run.	true false N=15	33 66 N=15	40 51 N=29	52 48 N=25	37 62 N=29	43 56 N=98	1.99

Item no	Description		Fresh %	Soph %	Jun %	Sen %	Total %	X ²
53	Once you have made a mistake, it's hard to life it down in this school.	true false N=15	20 80 N=15	17 82 N=29	12 88 N=25	0 100 N=30	11 88 N=99	6.07
54	The way people feel around here is always fairly evident.	true false N=15	80 20 N=15	89 10 N=29	95 4 N=24	86 13 N=30	88 11 N=98	2.51
55	The rector and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.	true false N=15	86 13 N=15	93 6 N=29	84 16 N=25	96 3 N=30	90 9 N=99	3.14
56	The seminary curriculum offers very few really practical courses in things a priest today needs.	true false N=15	6 93 N=15	10 89 N=28	24 76 N=25	25 75 N=28	17 82 N=96	3.89
57	Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.	true false N=14	85 14 N=14	75 24 N=29	73 26 N=23	84 16 N=25	79 20 N=91	1.29
58	The administration and faculty often make you feel like a child.	true false N=15	40 60 N=15	50 50 N=28	48 52 N=25	46 53 N=28	46 53 N=96	0.40
59	Popularity, pull and bluff get students through many courses.	true false N=15	13 86 N=15	20 79 N=29	4 96 N=25	6 93 N=29	11 88 N=98	4.52
60	There are several cliques and groups, and if you're not in one of them you're pretty much on your own.	true false N=15	33 66 N=15	13 86 N=29	16 83 N=24	3 96 N=30	14 85 N=98	7.50
61	When students do not like a school rule, they really work hard to get it changed.	true false N=15	33 66 N=15	75 24 N=29	62 37 N=24	65 34 N=29	62 37 N=97	7.79
62	Seminarists may not talk much about how much money a classmate's family has or what they do for a living, but everyone knows.	true false N=15	53 46 N=15	14 85 N=28	40 60 N=25	41 58 N=29	35 64 N=97	8.20*
63	Everyone here is "safety-first" conscious, making sure that nobody will get hurt.	true false N=15	53 46 N=15	42 57 N=28	24 76 N=25	37 62 N=27	37 62 N=95	3.87
64	Teachers go out of their way to help you.	true false N=15	93 6 N=15	89 10 N=29	87 12 N=24	93 6 N=30	90 9 N=98	0.70
65	The rector is willing to hear student complaints.	true false N=15	73 26 N=15	100 0 N=29	100 0 N=25	100 0 N=30	95 4 N=99	23.34**
66	When someone is out sick for a while his classmates let him know that he is missed.	true false N=15	60 40 N=15	64 35 N=28	80 20 N=25	83 16 N=30	73 26 N=98	4.65
67	Most students are not interested in television programs dealing with social and political problems.	true false N=13	15 84 N=13	23 76 N=26	12 88 N=25	7 92 N=26	14 85 N=90	2.65
68	Counseling, guidance and spiritual direction services are really personal, patient and extensive.	true false N=15	86 13 N=15	93 6 N=29	91 8 N=24	100 0 N=30	93 6 N=98	3.54
69	There always seems to be a lot of little quarrels going on.	true false N=15	53 46 N=15	17 82 N=28	12 87 N=24	6 93 N=30	18 81 N=97	15.40**
70	Everyone has a lot of good fun at this seminary.	true false N=15	93 6 N=15	92 7 N=28	92 8 N=25	96 3 N=28	93 6 N=96	0.51

1 Item number in Questionnaire.

2 Percents rounded to either 99 or 100.

(3) * significant at .05
** significant at .01.

APPENDIX

RESPONSE IN PERCENTS OF MINOR SEMINARY ACADEMIC CLASSES TO
TRADITIONAL EMERGENT VALUE ITEMS OF THE DIFFERENTIAL VALUES INVENTORY

SCHOOL III
(N=99)

Item no1	Value2	Description (Prefix-- "I ought to...")	Fresh %	Soph %	Jun %	Sen %	Total %	X2 3df(4)
71.	T3	work harder than most of those in my class.	66	44	32	35	42	
	E2	work at least as hard as most of those in my class.	33	55	68	64	57	
			N=15	N=29	N=25	N=28	N=97	5.31
72	E2	do things which most other people do.	66	80	60	47	67	
	T2	do things which are out-of-the-ordinary.	13	19	40	52	32	
			N=15	N=26	N=25	N=23	N=89	9.28*
73	T2	have my own ideas about politics and religion.	80	79	92	90	85	
	E2	try to agree with others on these matters.	20	20	8	10	14	
			N=15	N=29	N=25	N=30	N=99	2.64
74	T3	attain more education than my father or mother attained.	71	87	69	55	71	
	E4	enjoy more of the good things of life than my father and mother enjoyed.	28	12	30	45	28	
			N=14	N=24	N=23	N=20	N=81	5.74
75	E4	feel that the future is uncertain and unpredictable.	20	3	16	6	10	
	T4	feel that the future is full of opportunities for me.	80	96	83	93	89	
			N=15	N=29	N=24	N=29	N=97	4.41
76	E4	feel that happiness is the most important thing in life for me.	42	65	83	75	69	
	T1	feel that enduring suffering and pain is important for me in the long run.	57	34	16	24	30	
			N=14	N=29	N=24	N=29	N=96	7.66
77	E1	rely on the advice of others in making decisions.	33	44	56	48	46	
	T2	be independent in making decisions.	66	55	44	52	53	
			N=15	N=27	N=25	N=25	N=92	2.01
78	T4	feel it is my duty to save as much money as I can.	33	27	13	23	23	
	E4	feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.	66	72	86	76	76	
			N=15	N=29	N=23	N=26	N=93	2.46
79	T4	save all of the ten dollar bill I received.	60	16	25	19	27	
	E4	spend five of the ten dollars for something I will enjoy.	40	84	75	80	72	
			N=15	N=25	N=24	N=21	N=85	10.53*
80	E2	spend enough on clothes to dress as well as my friends.	28	31	36	15	27	
	T4	spend only enough on clothes as to look presentable and save the rest for future needs.	71	68	64	84	72	
			N=14	N=29	N=25	N=26	N=94	2.99
81.	T3	put in long hours of work or study without any but necessary interruptions.	71	46	30	48	46	
	E3	know that if even I stop work for slim excuses I'll still get the job done anyway.	28	53	69	51	53	
			N=14	N=28	N=23	N=27	N=92	5.90
82	T4	feel that it is most important to live for the future.	20	21	8	14	15	
	E4	feel that today is important and I should live each day to the fullest.	80	78	92	85	84	
			N=15	N=29	N=25	N=28	N=96	2.07
83	E3	feel that "right" and "wrong" are relative terms.	13	51	52	60	48	
	T1	feel that I should have strong convictions about what is right or wrong.	86	48	48	40	51	
			N=15	N=29	N=25	N=30	N=99	9.25*
84	T3	work hard to do most things better than others.	57	41	40	28	39	
	E3	work hard at some things and leave others to those who are more qualified than I.	42	58	60	71	60	
			N=14	N=29	N=25	N=28	N=96	3.26
85	E3	feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again. ⁶⁴		71	88	52	69	
	T1	feel that the most important thing in life is to strive for ³⁵ eternal peace.		28	12	48	30	
			N=14	N=28	N=25	N=25	N=92	7.88*

Item no	Value	Description (Prof)X--"I ought to..."	Fresh	Soph	Jun	Sen	Total	X ²
86		T1 consider that work is important, fun is not too important.	6	6	8	10	8	
		E4 consider that all work and no play is not good for me.	93	93	92	90	91	
			N=15	N=29	N=25	N=30	N=99	0.24
87		E2 hold that what others think about right and wrong should influence my thinking.	26	27	56	28	35	
		T2 hold that my own convictions about right and wrong are most important.	73	72	44	71	64	
			N=15	N=29	N=25	N=28	N=97	6.50
88		T2 defend my ideas about right and wrong.	46	58	24	46	44	
		E3 be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	53	41	76	53	55	
			N=15	N=29	N=25	N=28	N=97	6.66
89		E1 make as many social contacts as possible.	57	48	64	41	51	
		T1 be willing to sacrifice myself for the sake of a better world.	42	51	36	58	48	
			N=14	N=27	N=25	N=29	N=95	3.05
90		E3 get all my work done on my own.	13	17	20	24	19	
		T2 get my work done with the help of others when necessary.	86	82	80	75	80	
			N=15	N=29	N=25	N=29	N=98	0.86
91		E2 wear clothes similar to those of my friends.	33	35	43	27	34	
		T2 dress moderately even though this makes me different from my friends.	66	64	56	72	65	
			N=15	N=28	N=23	N=29	N=95	1.45
92		E4 work hard only if I am paid for it.	0	3	4	10	5	
		T2 work hard at doing something creative regardless of pay.	100	96	96	96	89	
			N=15	N=29	N=25	N=29	N=98	2.67
93		E4 get summer work that will allow me to enjoy some of the luxuries of life.	21	40	58	10	33	
		T3 get a summer job that will help me with my vocation to the priesthood.	78	59	41	89	66	
			N=14	N=27	N=24	N=28	N=93	14.7564
94		T3 feel that I should be able to solve difficult problems and puzzles.	53	32	64	53	50	
		E3 feel that difficult problems and puzzles are good for some people but are not for everybody.	46	67	36	46	50	
			N=15	N=28	N=25	N=28	N=96	5.74
95		E2 consider that style is more important than quality in clothes.	13	19	20	20	18	
		T1 consider that quality is more important than style in clothes.	86	80	79	80	81	
			N=15	N=26	N=24	N=25	N=90	0.38
96		T2 say what I think is right about things.	26	31	37	31	31	
		E2 think of the effect on others before I speak.	73	68	62	68	68	
			N=15	N=29	N=24	N=29	N=97	0.55
97		E2 feel comfortable getting the same grades as most of the people in my class.	28	51	48	48	46	
		T2 feel comfortable near the head of the class.	71	48	52	51	53	
			N=14	N=29	N=25	N=29	N=97	2.18
98		T2 have my own firm ideas about correct behavior.	93	71	84	82	81	
		E2 look to others for the kind of behavior which is approved by the group.	6	28	16	17	18	
			N=15	N=28	N=25	N=29	N=97	3.40
99		T1 feel that discipline in the seminary is not as strict as it should be.	6	0	12	3	3	
		E1 feel that the change from strict discipline in the seminary today is a good one.	93	100	88	96	94	
			N=15	N=28	N=25	N=29	N=97	4.16
100		T4 consider that the most important thing in school is to gain knowledge useful to me in the future.	28	50	33	17	32	
		E1 consider that the most important thing in school is to learn how to get along well with people.	71	50	66	82	67	
			N=14	N=26	N=24	N=28	N=92	6.46
101		T2 do things without regard to what others may think.	33	33	30	50	37	
		E4 do things which allow me to have fun and be happy.	66	66	69	50	62	
			N=15	N=27	N=23	N=28	N=93	2.66

Item no	Value	Description (Prefix--"I ought to...")	Fresh	Soph	Jun	Sen	Total	X ²
102	E3	take only classes which are interesting to me whether or not they will do me some good in the future.	14	14	4	25	14	
	T4	take a class which is uninteresting to me but which will do me some good in the future.	85	85	96	75	85	
			N=14	N=27	N=25	N=28	N=94	4.60
103	E1	go to a school activity to enjoy myself by being with people.	93	84	100	100	94	
	T1	go to a school activity because it is my duty to be loyal to my class or the school.	6	16	0	0	5	
			N=15	N=25	N=25	N=28	N=93	8.604
104	T4	feel it is right to spend less for clothes in order to save for the future.	28	14	20	25	21	
	E3	feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.	71	85	79	74	78	
			N=14	N=28	N=24	N=27	N=93	1.59
105	T2	do things very few others can do.	6	3	24	10	11	
	E1	do things cooperatively with others.	93	96	76	89	88	
			N=15	N=27	N=25	N=29	N=96	5.85
106	E2	use the same expressions my friends use so that they won't think I'm odd.	33	50	24	41	37	
	T1	speak in the most clear and correct manner.	66	50	76	58	62	
			N=15	N=26	N=25	N=24	N=90	3.95
107	T4	feel that it is right to save for the future.	60	24	28	25	30	
	E3	feel that whether or not it is right to save for the future is up to the individual.	40	75	72	75	69	
			N=15	N=29	N=25	N=28	N=97	7.12
108	T4	choose a job with opportunities for advancement even though the starting pay isn't as high as I would like it.	60	50	44	3	35	
	E1	choose a job in which I can work with many interesting people.	40	50	56	96	64	
			N=15	N=26	N=25	N=29	N=95	20.04**
109	E4	mix a little pleasure with my work so I don't get bored.	33	55	40	60	49	
	T3	keep at a job until it is finished.	66	44	60	39	50	
			N=15	N=27	N=25	N=28	N=95	4.27
110	E4	get as much pleasure as I can out of life now.	6	7	24	19	15	
	T2	stand by my own convictions.	93	92	76	80	84	
			N=15	N=26	N=25	N=26	N=92	3.81
111	E3	feel that everybody misbehaves once in a while but the important thing is not to make the same mistake twice.	66	88	84	68	83	
	T1	feel guilty when I misbehave and expect to be punished.	33	11	15	11	13	
			N=15	N=27	N=25	N=26	N=93	4.19
112	T1	have less freedom in the classroom.	92	28	33	19	38	
	E1	have more freedom in the classroom.	7	71	66	80	61	
			N=14	N=21	N=24	N=21	N=80	21.91**
113	T3	be very ambitious.	46	40	17	19	29	
	E1	be very sociable.	53	60	82	80	70	
			N=53	N=60	N=82	N=80	N=70	6.42
114	E2	choose a job in which I'll earn as much as most of my friends.	7	11	12	4	9	
	T4	choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	92	88	87	95	90	
			N=14	N=27	N=24	N=21	N=86	0.98
115	E1	get the kind of job which will bring me in contact with many interesting people.	66	64	70	93	75	
	T3	get the kind of job which will make me a success in life.	33	35	22	29	24	
			N=15	N=25	N=24	N=29	N=93	7.51
116	E3	feel that whether or not it is right to plan and save for the future is a matter of opinion.	46	71	41	62	57	
	T4	feel that it is right to plan and save for the future.	53	28	58	37	42	
			N=15	N=28	N=24	N=27	N=94	5.73
117	T1	be willing to sacrifice myself for a better world.	66	82	66	88	77	
	E2	feel it is important to behave like most other people do.	33	17	33	11	22	
			N=15	N=29	N=24	N=26	N=94	4.89
118	T4	deny myself enjoyment for the present for better things in the future.	42	34	34	44	38	
	E1	have fun attending parties and being with people.	57	65	65	56	61	
			N=14	N=26	N=23	N=25	N=88	0.72
119	E2	be satisfied to do as well in life as my father did.	40	51	39	62	49	
	T3	attain a higher position in life than my father did.	60	40	60	37	50	
			N=15	N=27	N=23	N=24	N=89	3.21

Item no	Value	Description (Prefix--"I ought to...")	Fresh	Soph	Jun	Sen	Total	X ²
120	T4	feel that it will be good for me later if I endure some unpleasant things now.	66	48	62	73	61	
	E3	feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.	33	51	37	26	30	
			N=15	N=29	N=24	N=26	N=94	3.79
121	E2	be able to have most of the things my friends have.	21	25	30	42	30	
	T4	be able to have enough money to lay away some for future needs.	78	75	69	57	70	
			N=14	N=24	N=23	N=19	N=80	2.10
122	E4	feel that happiness is the most important thing in life.	33	86	79	73	71	
	T1	feel that being respected is the most important thing in life.	66	13	20	26	28	
			N=15	N=23	N=24	N=26	N=88	14.17**
123	T1	feel that more physical punishment is needed by children today.	57	40	36	26	38	
	E3	feel that physical punishment does the child more harm than good.	42	59	63	73	61	
			N=14	N=27	N=22	N=23	N=86	3.65
124	T3	exert every effort to be more successful this year than I was last year.	80	75	58	56	67	
	E2	be content with a reasonable amount of success and live longer.	20	24	41	43	32	
			N=15	N=29	N=24	N=23	N=91	4.13
125	T1	try very hard to overcome my emotions.	92	86	54	50	68	
	E4	get as much pleasure as I can out of life now.	7	13	45	50	31	
			N=14	N=22	N=22	N=22	N=80	12.63**
126	T3	feel it is important to be more successful this year than last year.	46	25	8	10	19	
	E1	feel it is important to get along well with others.	53	75	92	89	80	
			N=15	N=24	N=25	N=29	N=93	11.23*
127	E3	feel that children are born good.	85	95	100	100	96	
	T1	feel that children are born sinful.	14	4	0	0	3	
			N=14	N=23	N=24	N=29	N=90	7.11
128	T2	spend as much time as I can working indendently.	85	58	50	65	62	
	E4	spend as much time as I can having fun.	14	41	50	34	37	
			N=14	N=24	N=22	N=23	N=83	4.94
129	T4	deny myself enjoyment for the present for better things in the future.	46	52	43	45	46	
	E1	be able to have as much enjoyment as my friends have.	53	47	56	55	53	
			N=15	N=21	N=23	N=20	N=79	0.39
130	T3	feel that it is right to be very ambitious.	33	42	37	48	41	
	E3	feel that it may or may not be right to be very ambitious depends on the individual.	66	57	62	52	58	
			N=15	N=28	N=24	N=25	N=92	1.02
131	E1	choose to work with people I like in a job I don't like.	57	66	58	79	66	
	T3	choose to work with people I don't like in a job I like.	42	33	41	20	33	
			N=14	N=24	N=24	N=24	N=86	2.98
132	T3	work as hard as I can in order to be successful.	73	68	31	33	50	
	E4	work as hard as I can in order to enjoy some of the fun of life.	26	32	68	66	50	
			N=15	N=25	N=22	N=24	N=86	12.06**
133	T3	strive to be an expert in at least one thing.	20	7	21	26	10	
	E2	do many things quite well but not necessarily be an expert in everything.	80	92	78	73	81	
			N=15	N=28	N=23	N=26	N=92	3.80
134	E1	enjoy myself doing things with others.	93	96	100	89	94	
	T2	enjoy myself doing many things alone.	6	3	0	10	5	
			N=15	N=27	N=24	N=29	N=95	3.02

1 Item number in Questionnaire.

2 Value:

Traditional

T1 Puritan Morality

T2 Individualism

T3 Work Success

T4 Future Time Orientation

Emergent

E1 Sociability

E2 Conformity

E3 Moral Relativism

E4 Present Time Orientation

3 Percents rounded to either 99 or 100

*) significant at .05

** significant at .01